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ABSTRACT

This educational and career planning instructional guide provides the instructor with the required information and supporting materials to teach this developmental career guidance course. In addition to introductory materials, the guide contains seven units covering the following topics: (1) goals; (2) decision making; (3) a look at the future; (4) making career plans; (5) exploring the high school curriculum; (6) making a tentative four-year high school schedule; and (7) educational/training alternatives after high school. Each instructional unit is based on performance objectives and each contains the following basic components: unit and specific objectives; notes to the instructor; answers to activity sheets and tests; information sheets; transparency masters; activity sheets; and tests. (NLA)

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EDUCATIONAL AND CAREER PLANNING INSTRUCTIONAL GUIDE

Prepared by
Mary Hendrix

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To ensure educational equity, this material
has been reviewed to eliminate
bias or stereotyping.

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Mary W. Hendrix
Curriculum Specialist

PREFACE

This publication, the *Educational and Career Planning Instructional Guide*, is a revised version of the original publication developed in 1984. Changes have been incorporated to reflect the change in course essential elements and, where needed, changes have been made to keep the information current. In addition, advanced technology has allowed us to improve the readability and enhance the appearance of this publication.

This guide, along with the *Self-Appraisal*, *Economic and Societal Factors*, *Occupational Clusters*, and *Basic Skills in Career Investigation Instructional Guides*, provides the instructor with the required information and supporting materials to deliver instruction of this developmental career guidance course. The *Career Investigation Curriculum Guide*, developed in 1988, provides a foundation for the course, by translating state-mandated essential elements into specific objectives to be accomplished in the career investigation course. Using the effective teaching practices research as the basis for development, this curriculum guide takes the five instructional guides and prescribes a scope and sequence for instruction.

It is suggested that the instructor wishing to use this instructional guide first read the **Use of Instructional Units** before beginning instruction. The **Notes to the Instructor** section, contained in each unit of instruction, should also be read carefully so that additional supplies and outside resources needed for completion of the unit can be secured.

The Occupational Curriculum Laboratory strives to develop quality instructional materials for use by both instructors and students; therefore, suggestions and comments concerning this instructional guide are appreciated.

Mary W. Hendrix
Curriculum Specialist/Teacher Educator

ANSWERS TO ACTIVITY SHEETS AND TESTS

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the activities are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. Information may be presented in two ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

TRANSPARENCY MASTERS

Transparency masters present information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ACTIVITY SHEETS

Activity sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Each instructional unit includes the following basic components: objectives, notes to the instructor, answers to activity sheets and tests, information sheets, transparency masters, activity sheets, and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period.

B. Supplemental materials that must be ordered or secured.

C. Resource people who must be contacted.

D. The teaching sequence for the information and the activities.

E. The subject areas that he/she wishes to cover.

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will help the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

NOTES TO THE INSTRUCTOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

UNIT I

GOALS

UNIT OBJECTIVE

After completing this unit, the student will be able to state how to use goals in achieving success both in his/her personal life and career. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define the word *goal*.
2. Differentiate between short-range and long-range goals.
3. Describe reasons for setting goals.
4. Set three short-range goals.
5. Set two long-range goals.
6. Describe ways to achieve goals.
7. Explain why personal goals should be matched to career choices for a happier life.

UNIT I

GOALS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the students complete the objectives in a sequence best suited to your local teaching situation.

  D. Add any objectives necessary to meet fully the needs of the students.

II. Information and Activity Sheets

  A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

    1. Discuss terms and definitions.

    2. USE **TM-1--WHAT IS A GOAL?** and **TM-2--TWO TYPES OF GOALS** to reinforce the learning of the definitions.

    3. Use **ACTIVITY SHEET 1--UNSCRAMBLING TERMS** to reinforce this area of instruction.

  B. **INFORMATION SHEET 2--LEARNING ABOUT GOALS**

    1. To help students differentiate between short- and long-range goals, have them complete **ACTIVITY SHEET 2--CAN YOU TELL THE DIFFERENCE?**

    2. Discuss the importance of setting goals. Show **TM-3--GOALS GIVE YOU CONTROL.**

    3. So that students can better understand the steps in reaching goals:

      a. Lead a discussion by having one student state a goal and have the class state specific behaviors that must be accomplished before reaching the goal.

      b. Show **TM-4--STEPS FOR REACHING GOALS.**

      c. Have students complete **ACTIVITY SHEET 3--BREAKING BOB'S GOAL INTO SPECIFIC BEHAVIORS.**

4. To set the mood for students to begin thinking of planning their life goals, have them complete **ACTIVITY SHEET 4--DREAMS CAN COME TRUE.** Because of the difference in the structure of this activity, read and complete the following directions:

   a. A tape or record of "soft" music should be secured and played during this activity.

   b. Give students the Activity Sheet and have them read the directions.

   c. Explain that they are not to complete the activity until you give them instructions to do so.

   d. Have the students close their eyes and listen carefully to your voice. Stress that there will be no talking.

   e. Begin by telling them to imagine themselves fifteen years from now (pause 10 seconds).

   f. "Imagine that it is Friday morning and your alarm is going off. You reach for it, turn it off, get out of bed, and begin to get ready for work" (pause 20 seconds).

   g. "It is now time for you to go to work. How do you get to work? Do you drive? Walk? Take a bus?" (pause 20 seconds).

   h. "What do you see as you travel to work? How far is it to your workplace?" (pause 20 seconds).

   i. "You are now at work. Imagine your work day. What does your place of work look like? Is it an office? Do you work outdoors? What is your job? Do you work alone or with others?" (pause 30 seconds).

   j. "Your work day is coming to an end. What time of day is it? Are you tired? Did you enjoy your day?" (pause 20 seconds).

   k. "It is now evening and you are home. Do you live alone? Do you have children? How are you spending your evening?" (pause 20 seconds).

   l. "It is now Saturday morning. You wake up. What time of day is it? Imagine your day off. What are you doing? Are you enjoying yourself? Are you indoors or outdoors? Are you alone?" (pause 30 seconds).

   m. Have the students slowly open their eyes. Without any discussion, have the students complete **ACTIVITY SHEET 4--DREAMS CAN COME TRUE.**

   n. When students have completed the Activity Sheet, have those students who are willing to share their answers.

   o. Using their answers from **ACTIVITY SHEET 4** as a guide, have the students complete **ACTIVITY SHEET 5--PLANNING YOUR LIFE GOALS.**

p. Show **TM-5--THINGS TO REMEMBER** to reinforce how to set goals that are achievable.

q. To help students assess their goals, have them complete:

(1) **ACTIVITY SHEET 6--RATING YOUR LIFE GOALS**

(2) **ACTIVITY SHEET 7--A GOAL ASSESSMENT**

r. Stress the fact that when setting career goals, the students should make sure they do not conflict with their personal goals.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Chapman, Elwood N. *From Campus to Career Success*. Palo Alto: Science Research Associates, 1978.

B. *Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College, and University Levels*. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA, 92415.

GOALS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. short-range goal
2. goal
3. long-range goal
4. specific behaviors
5. realistic

ACTIVITY SHEET 2

1. L
2. S
3. S
4. S
5. L
6. S
7. S
8. L
9. L
10. S
11. S
12. S
13. S
14. L
15. S
16. L
17. S
18. S
19. S
20. L

ACTIVITY SHEET 3

Evaluated to the satisfaction of the instructor; be sure students include provisions for Bob to earn at least $15.00, wash the car, do his weekly chores, and ask his parents' permission to go to the dance.

ACTIVITY SHEETS 4-7

Evaluated to the satisfaction of the instructor.

UNIT I

GOALS

ANSWERS TO UNIT TEST

PART 1

1. goal
2. long-range goal
3. short-range goal
4. realistic
5. specific behaviors

PART 2

A.
1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. T
9. F
10. T

B-D. Evaluated to the satisfaction of the instructor.

UNIT I

GOALS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Goal--something you wish to do; may be a need, want, or desire
2. Long-range goal--something you wish to do that can be done in a time period ranging from one year through a lifetime
3. Short-range goal--something you wish to do that can be done in a time period ranging from the present moment up to one year
4. Specific behaviors--those things you must do to reach a goal
5. Realistic--facing facts as they really are; those things that can be done

WHAT IS A GOAL?

GOAL-- Something you wish to do - a need, want, or desire.

EPIG TM-1

TWO TYPES OF GOALS

SHORT-RANGE GOAL- Something you wish to do which can be done in a time period ranging from the present moment up to one year.

LONG-RANGE GOAL- Something you wish to do which can be done in a time period ranging from one year through a lifetime.

GOALS

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following words, using the five words in **INFORMATION SHEET 1**.

1. Something you wish to do which can be done in a time period ranging from the present moment up to one year.

   trhos ernag loag ____________________ ____________

2. Something you wish to do; may be a need, want, or desire.

   loga ______________________________________

3. Something you wish to do which can be done in a time period ranging from one year up through a lifetime.

   gnol ernag loga _________________ _____________________

4. Those things you must do to reach a goal.

   icfciesp ehbvaoirs _________________ _____________________

5. Facing facts as they really are; those things that can be done.

   arlesiitc ______________________________________

UNIT I

GOALS

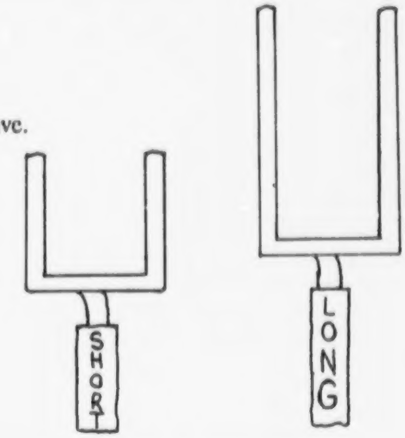
INFORMATION SHEET 2--LEARNING ABOUT GOALS

I. What Is a Goal?

- A. A goal is something that you wish to do.
- B. It may be a need, want, or desire that you have.

II. There Can Be Two Types of Goals

- A. Short-range goals
- B. Long-range goals



III. Reasons for Setting Goals

- A. Clarifies your needs, wants, and desires
- B. Gives you control, rather than leaving the things that happen to you to chance
- C. Gives your life direction
- D. Gives you something to which to look forward
- E. Helps you plan your career and personal life

IV. Steps for Reaching Goals

- A. Decide what it is that you want, need, or desire.
- B. Think of what you want in terms of specific behaviors.

  EXAMPLE: I want to be in Hawaii within two years.
- C. State your goal by using action verbs.
- D. Think of those things you can do to help you reach the goal you set (specific behaviors).
- E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.
- F. Assign a reasonable time for the goal to be reached.
- G. Decide whether your goal was reached as you planned it to be.

V. Things to Remember about Setting Goals

A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.

EXAMPLE: A six-year old boy stating that he will be a multimillionaire by the time he is eight.

B. Setting too many goals may make you confused.

C. Set realistic limits for achieving goals.

D. Revise and update your goals as your needs, wants, and desires change.

VI. Setting Career Goals

A. For a happier life, your career goals should be matched to the personal goals you have set.

1. You should know what type of lifestyle you want.

a. Where you want to live

b. The amount of money you wish to have for both wants and needs

c. The amount of hours you want to have for leisure

EXAMPLE: Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a doctor. Knowing what you do about the hours a doctor works, would Theresa's personal and career goals match?

2. You should know if lasting relationships are important to you.

EXAMPLE: A career that requires you to move often will have an effect on your friendships, even though you may make new friends.

B. Your career goals should be realistic.

EXAMPLE: Pretend that you are a counselor at Big C High School. Joe Brown tells you that he wants to be a physician. He has taken all the science and health classes Big C High School has to offer. Although Joe has done his best in his classes, he has not made any grade higher than a C. Would you advise Joe to become a physician?

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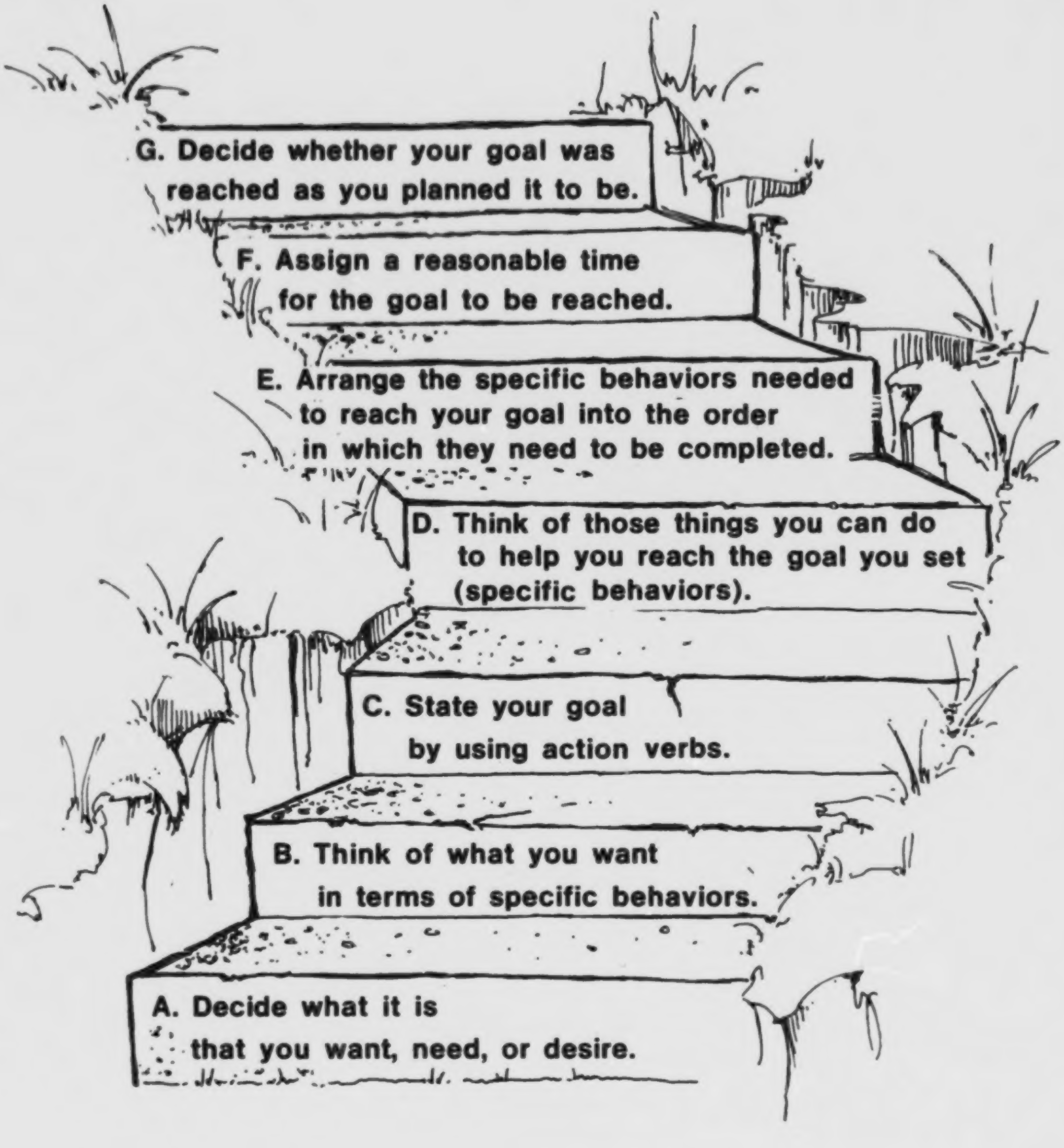
GOALS GIVE YOU CONTROL

RATHER THAN

LEAVING THINGS TO CHANCE.

STEPS FOR REACHING GOALS



G. Decide whether your goal was reached as you planned it to be.

F. Assign a reasonable time for the goal to be reached.

E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.

D. Think of those things you can do to help you reach the goal you set (specific behaviors).

C. State your goal by using action verbs.

B. Think of what you want in terms of specific behaviors.

A. Decide what it is that you want, need, or desire.

Decide what you want, need, or desire.

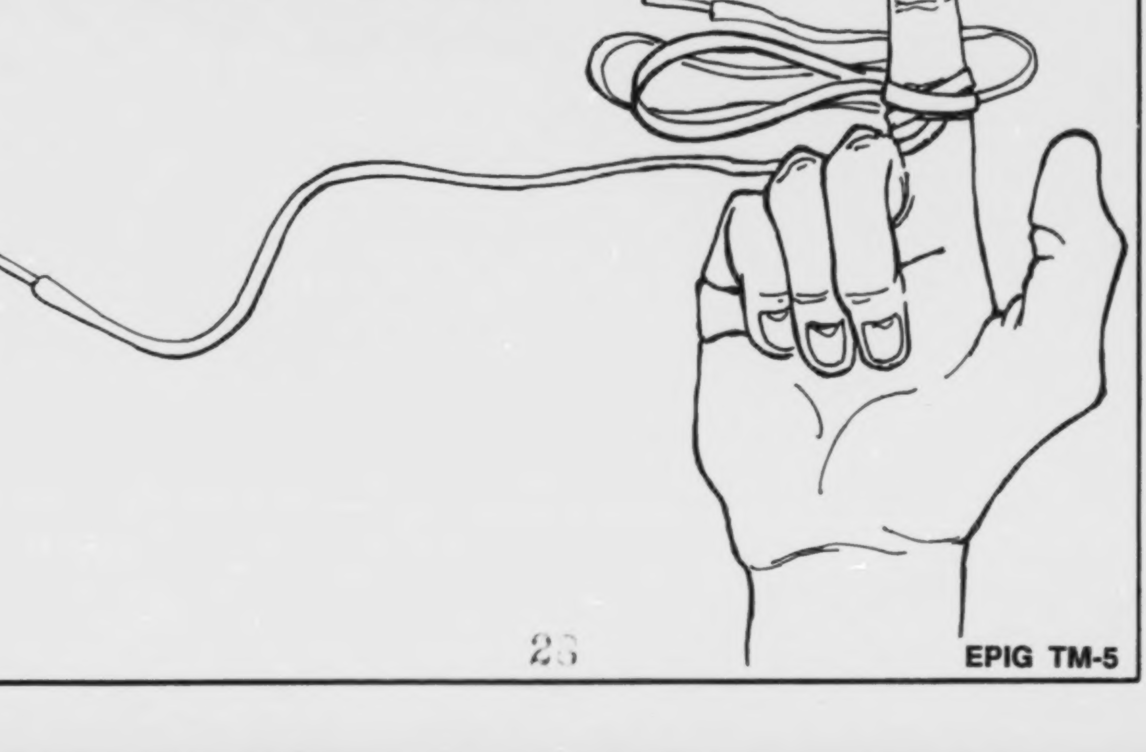
THINGS TO REMEMBER!

A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.

B. Setting too many goals may make you confused.

C. Set realistic limits for achieving goals.

D. Revise and update your goals as your needs, wants, and desires change.



GOALS

ACTIVITY SHEET 2--CAN YOU TELL THE DIFFERENCE?

Directions: After reading each goal statement, circle S if it is a short-range goal, or L if it is a long-range goal.

S L 1. In ten years, I will have finished my education and will be working as a computer technician.

S L 2. I will clean my room Saturday morning.

S L 3. In next Friday night's game, I will rush 75 yards.

S L 4. By the end of the semester, I will have raised my grade in English to an A.

S L 5. I will save $1,000 by the time I am twenty.

S L 6. I will not chew gum in any of my classes this semester.

S L 7. I will put $5 in the bank each week so that I can go to the concert next month.

S L 8. By age 55, I will retire.

S L 9. In two years, I will take metal trades so that I can become a welder.

S L 10. I will attend school every day this school year so that I can obtain a perfect attendance certificate.

S L 11. I will practice gymnastics two hours each night so I will be able to make the team next month.

S L 12. By the end of the month, I will have lost 10 pounds.

S L 13. Tomorrow, I will say three positive things to my friends.

S L 14. I will go to Texas A&M so that I can become a veterinarian.

S L 15. In order to have my research paper completed by next week, I will write three pages each day.

S L 16. After retiring from the military service at age 40, I will sell real estate.

S L 17. For a week, I will not talk about other people or waste time gossiping.

S L 18. I will take typing next semester and learn to type 30 words per minute.

S L 19. By the end of this semester, I will learn to use the computer.

S L 20. I will be married before I am 30.

GOALS

ACTIVITY SHEET 3--BREAKING BOB'S GOAL INTO SPECIFIC BEHAVIORS

Bob is really excited! The dance of the year is scheduled for next Friday night at 7:00 p.m. The Student Council, who is sponsoring the dance, has arranged for a live band to provide the music--Bo Gorge, no less.

Bob's goal could be stated as, "I will go to the dance next Friday night at 7:00 p.m."

In order for Bob to reach this goal, he must complete the steps necessary. These steps are called specific behaviors:

1. For Bob to attend the dance, he must ask and receive his parents' permission to attend and to use their car.

2. For Bob to use their car, he knows that he will have to supply the gasoline. (By the way, Bob just blew his last month's paycheck on a new stereo.)

3. For Bob to receive permission to attend the dance and to use their car, he knows that they will expect him to do his weekly chores, clean the garage this weekend (he has been putting it off for months), and wash the car. What slave drivers!

4. Bob knows that it costs about $15.00 to fill his parents' car with gasoline, so he knows that he must come up with at least that much money before going to the dance.

5. Suppose that Bob heard about the dance on Friday--and he set his goal of attending the dance the same day. That gives him only seven days to accomplish his specific behaviors.

Directions: Can you help Bob reach his goal of going to the dance? Set Bob a schedule with dates and what he will be doing. An example has been done for you. (Remember that Bob must make at least $15.00--you will have to think of a way to help him do this.)

1. Friday--set goal
2. Saturday--clean garage

FRIDAY--ATTEND DANCE

UNIT I

GOALS

ACTIVITY SHEET 4--DREAMS CAN COME TRUE

Directions: Yes, daydreaming can help you set goals. Do you ever imagine what your life will be like in 10 or 20 years? This activity is based on daydreams. You must, however, follow your teacher's instructions closely. Do not begin until your teacher tells you what to do. Good luck on your guided daydream adventure.

1. In what kind of place were you living? (apartment, wood or brick home, condominium, etc.)

2. Describe your home.

3. What kind of clothes were you wearing?

4. Did you live in a rural area, small city, or a large city?

5. Did you have any children? If so, how many?

6. If you were married, describe your husband/wife.

7. Describe the type of transportation you used to get to work. (car, motorcycle, etc.)

8. Where were you working? (office, outdoors, at home, etc.)

9. What was your career? Describe your job duties.

10. How did you spend your day off?

11. Were you happy with your life? Why or why not?

12. Was your life as you thought it would be? Why or why not?

GOALS

ACTIVITY SHEET 5--PLANNING YOUR LIFE GOALS

Directions: If you state your goals for the future, you will begin developing ideas concerning your career plans. By setting goals, you also begin to plan steps for achieving them. Write your own goals for each of the following categories:

A. Work Goals--What kind of work do you want to do? Name specific career areas or career titles.

B. Personal Relationship Goals--What kind of relationships do you want with your friends, parents, co-workers, and others? For example, do you want to be married, to have children? How many close friends do you want?

C. Nonwork Goals--What types of leisure activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

D. Learning Goals--What would you like to know more about? What skills do you want to develop?

GOALS

ACTIVITY SHEET 6--RATING YOUR LIFE GOALS

Directions: This activity will have you compare your goals so that you can become aware of conflicts that may exist.

On another sheet of paper, make a chart with the following divisions:

GOALS	DIFFICULTY

Rank order those goals completed in **ACTIVITY SHEET 5**. The most important would be #1 on your chart.

Now that you have finished writing your goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

3--I will have to work very hard to reach this goal.
2--I can reach this goal if I work at it.
1--I can reach this goal fairly easily.

1. On the same sheet of paper, explain briefly why some of your goals may conflict.

2. Share some of your goal conflicts. Others may make suggestions about how the conflicts can be resolved. Some guidelines which you may consider are:

   Which of the conflicting goals is most important?

   Which of the conflicting goals will be more difficult to achieve?

   Can one of the conflicting goals be changed to reduce the conflict?

   What can you do now to move toward your goals? Who can help you?

GOALS

ACTIVITY SHEET 7--A GOAL ASSESSMENT

Directions: This activity's purpose is to help you to reexamine your goals that you set in **ACTIVITY SHEET 5**. To accomplish this, look at each goal that you wrote, then answer the following questions:

1. Is each goal specific enough to permit planning for how it will be accomplished?

2. Do your career and personal goals match? If not, which one are you willing to change, or can you live with the difference?

3. Is each goal realistic? Can this goal be reached in the time period that you wish?

4. Do your goals conflict with each other? If so, how?

5. Can the conflicts be solved?

If your goals require changes after answering the above questions, do so at the bottom of this page.

UNIT I

GOALS

UNIT TEST--PART 1

Directions: Using the following words, decide which best answers the following questions:

long-range goal

goal

goal-setting behaviors

specific behaviors

decision-making skills

yearly goals

short-range goal

realistic

attitude adjustments

personal plans

1. Bill wants to be a doctor. This is an example of a(n)__________________.

2. In ten years, Tammy will have finished her education and training and will be working as a court reporter. This is an example of what type of goal?_______________ _______________.

3. Jose has decided that he will make an A in English on his next six weeks' report card. This is an example of what type of goal? _______________ ________________

4. Brandy has always made straight As in her classes. Her goal is to graduate in the top ten percent of her class. This is an example of what type of goal? _________________

5. Whitney wants to go to the dance Saturday night. She knows that she must ask her parents' permission to attend, she must buy a new dress, and she must arrange for someone to take her to the dance. These things that must be accomplished in order for Whitney to reach her goal are called

_______________ _______________.

GOALS

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. The first step in reaching your goals is to decide what you want, need, or desire.

_____ 2. One reason for setting goals is to give you direction in life, rather than leaving everything to chance.

_____ 3. Setting goals that are unreachable have little influence on your motivation for reaching future goals.

_____ 4. You can never set too many goals.

_____ 5. You should state your goals by using action verbs.

_____ 6. You should think of specific behaviors you can do to help you achieve your goals.

_____ 7. Once you set goals, you should not revise or update them.

_____ 8. A reasonable time for the goal to be reached should be assigned.

_____ 9. Career goals do not need to match your personal goals as they are two separate parts of your life.

_____10. You should know what type of lifestyle you want in order to match personal and career goals.

B. State three short-range goals that you have set for yourself.

1.

2.

3.

C. State two long-range goals that you have set for yourself.

1.

2.

D. Explain why personal goals should be matched to career choices for a happier life.

UNIT II

DECISION MAKING

UNIT OBJECTIVE

After completing this unit, the student will be able to use a logical decision-making process to solve personal and career problems. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms and definitions associated with the decision-making process.
2. Describe why the decision-making process must be practiced to be learned.
3. Describe sources to go to for input on decisions and understand that it is helpful to do so.
4. Explain why any decision made contains an element of risk.
5. Identify reasons why he/she should learn the decision-making process.
6. Describe the five steps of the decision-making process.
7. Use the five-step decision-making method to make a decision concerning a personal problem and/or career problem.

UNIT II

DECISION MAKING

NOTES TO THE INSTRUCTOR

I. Objective Sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the students complete the objectives in a sequence best suited to your local teaching situation.

  D. Add any objectives to meet fully the needs of the students.

II. Information and Activity Sheets

  A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

    1. Go over the terms and definitions with the students.

    2. Use **TM-1--DECISION MAKING** to reinforce the definition of the term *decision making*.

    3. Have the students complete **ACTIVITY SHEET 1--DECISION-MAKING WORD FIND** to reinforce this area of instruction.

  B. **INFORMATION SHEET 2--DECISION MAKING: IT CAN HELP YOU SOLVE YOUR PROBLEMS**

    1. Reinforce the fact that decision making must be practiced to be learned by showing **TM-2--DECISION MAKING MUST BE PRACTICED TO BE LEARNED.**

    2. Have students complete **ACTIVITY SHEET 2--RATING YOUR PROBLEM-SOLVING SKILLS** so that they may understand their knowledge of the decision-making process prior to completing this unit. (Answers to Activity Sheets should be explained to students.)

    (NOTE: This activity may also be used as a posttest measure of the mastery of the objectives of this unit.)

    3. Ask students if they have thought of soliciting input from others in making decisions.

    4. Ask for their opinion of doing so.

    5. To reinforce that input from others is helpful in making decisions, show **TM-3--OTHERS CAN HELP YOU MAKE DECISIONS.**

6. Have students complete **ACTIVITY SHEET 3--OTHERS CAN HELP** so that they will understand that others can often think of solutions to problems that they may never have considered.

7. To reinforce the fact that every decision contains an element of risk, have the students view **TM-4--EVERY DECISION YOU MAKE IS RISKY.**

8. Explain that people handle risk in different ways; to prove this point, have the students complete **ACTIVITY SHEET 4--HOW DO YOU HANDLE RISK?**

9. Tell students that making decisions is not something new that they will be learning; they have already made several decisions today, i.e., what to wear to school, what they had or will have for lunch, which route to take to come to your room, etc.

10. So that students will understand that they are already making decisions, have them complete **ACTIVITY SHEET 5--DECISIONS: YOU MAKE THEM ALL THE TIME.**

11. Make sure that students understand that learning the decision-making process will not assure them of making the best decision every time, but that it does reduce considerably the chances of making the wrong decision.

12. Explain that most people make decisions based on emotions, rather than thinking them out and considering the consequences.

13. Have students cite examples of decisions they have made based on anger, jealousy, fear of rejection, etc., and the consequences of doing so.

14. Have students complete **ACTIVITY SHEET 6--DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?** so that students can receive practice in differentiating between the two.

15. Explain to the students that most of the decisions that they have made up to now most likely will not have a long-lasting effect on their lives. Soon, however, very important decisions must be made concerning the courses they will take in high school, the careers they wish to pursue, and the education and/or training that will best prepare them for their careers.

16. Show **TM-5--IMPORTANT DECISIONS WILL NEED TO BE MADE SOON** to reinforce this fact.

17. Stress the fact that decisions made concerning their futures must be made only after careful thought and planning and must not be made based on emotions.

C. **INFORMATION SHEET 3--STEPS FOR MAKING A DECISION**

1. Discuss the Information Sheet with the students.

2. Show **TM-6--STEPS TO DECISION MAKING** to reinforce this area of instruction.

3. Use the series of transparencies (**TM-7, 8, 9, 10, and 11**) to clarify the decision-making process; have students follow the steps as they are presented in the Information Sheet as you show and discuss the transparencies.

4. So that students may receive practice in stating problems, have them complete **ACTIVITY SHEET 7--WHAT IS RHONDA'S PROBLEM?**

5. So that students will understand the importance of gathering information related to a problem before making a decision, have them complete **ACTIVITY SHEET 8--RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION.**

6. To give students practice in both brainstorming solutions and in evaluating the solutions, have them complete **ACTIVITY SHEET 9--HELP RHONDA SOLVE HER PROBLEM.**

7. **ACTIVITY SHEET 10--HELPING ALICE MAKE A DECISION** helps students to evaluate possible solutions to problems. The degree of difficulty of this activity is greater than the others; therefore, many students may be unable to complete this activity successfully. It is included in this unit for use by students who have developed a high level of cognitive reasoning.

8. To give students application in making decisions concerning educational planning, have students complete **ACTIVITY SHEET 11--ANN AND BECKY** and **ACTIVITY SHEET 12--JOHN'S PROBLEM.**

9. So that students can show that they understand the decision-making process and that they can apply this process to making decisions concerning their personal and/or career problems, have them complete **ACTIVITY SHEET 13--MAKING MY OWN DECISIONS.**

III. Answers to Activity Sheets

  A. Some Activity Sheet answers will vary and should be graded individually.

  B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

  A. The test is divided into three parts.

    1. Each part covers one Information Sheet.

    2. Each part uses various methods of testing.

  B. Various approaches may be used in testing.

    1. Give each part of the test after the student has completed the information on one Information Sheet.

    2. Give the entire test upon completion of the unit.

    3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

  A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

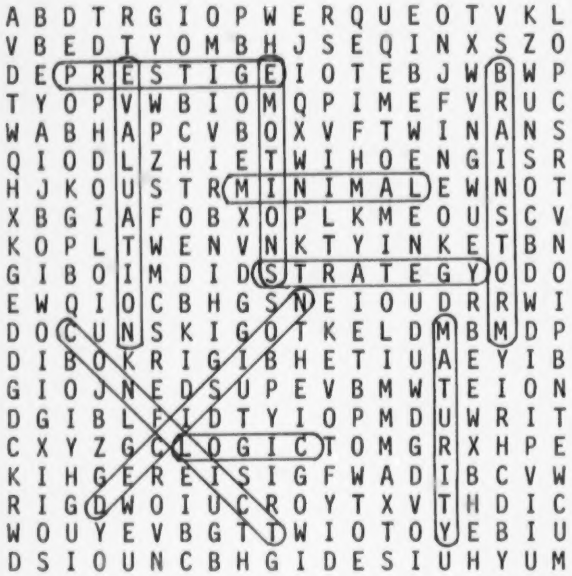
A. Hoyt, Kenneth, et al. *Career Education in the High School*. Salt Lake City: Olympus Publishing Company, 1977.

B. *Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College, and University Levels*. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA 92415.

DECISION MAKING

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
```

1.	Brainstorm	6.	Prestige
2.	Minimal	7.	Decision
3.	Conflict	8.	Maturity
4.	Logic	9.	Strategy
5.	Emotions	10.	Evaluation

ACTIVITY SHEET 2

Assist students by interpreting their answers based on the following answers and explanations:

1. FALSE: People can develop their ability to solve problems by learning and practice. Think of problem solving as being like a muscle; the more you use it, the stronger it becomes.

2. FALSE: Some problems have many good solutions. Some problems have no good solutions. Unfortunately, sometimes we have to choose among several "bad" solutions.

3. FALSE: When solving a problem, the best approach is to think of as many solutions as possible before choosing one. The more ideas you think of the more likely you will be to think of a good one.

4. TRUE: By putting a problem in the form of a question, you can identify exactly what the problem is and give yourself a springboard for thinking of solutions.

5. TRUE: In fact, not understanding the real problem is often the biggest block to figuring out a solution. Think of examples where the problem may be hidden or unclear.

6. FALSE: Whenever you can, take time to think about a problem. You might make more problems for yourself by rushing into a solution before thinking through the problem carefully.

7. FALSE: By considering many possible solutions and figuring out the likely results of your solutions, you can prevent many errors.

8. TRUE: By thinking of many solutions, you may be able to combine and improve them, so you can think of the best solution possible.

9. FALSE: After thinking of a solution, you must 1) put it into action and 2) evaluate the results. If your solution did not work, you need to find out why and try again.

10. TRUE: Remember that other people may have had experiences that can help you solve your problem.

11. TRUE: Getting the facts is one of the first steps in solving a problem. A wrong assumption may mean a poor solution.

12. TRUE: Even while you are doing something else or when you are sleeping, your mind keeps working on the problem. Getting away from a problem for a while helps you come back to it with fresh ideas.

13. FALSE: One of the steps in problem solving is to try to figure out the results of your solutions. A good problem solver figures out all possible results of a solution ahead of time.

14. FALSE: Trying to think of only practical ideas may stop the flow of ideas. Some "impractical" ideas can be changed to become your best solutions.

15. TRUE: An important way of avoiding mistakes is thinking. "If I do this, then . . ." When deciding on an action, you have to consider what the other person will do as a result.

ACTIVITY SHEETS 3-5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6

1. ♡
2. ♡
3. ♡
4. ♡
5. ♡
6. π
7. π
8. π
9. ♡
10. π

ACTIVITY SHEETS 7-13

Evaluated to the satisfaction of the instructor.

UNIT II

DECISION MAKING

ANSWERS TO UNIT TEST

PART 1

1.	g
2.	e
3.	d
4.	f
5.	i
6.	h
7.	b
8.	j
9.	a
10.	c

PART 2

1.	F
2.	F
3.	T
4.	T
5.	F
6.	T
7.	T
8.	F
9.	T
10.	T

PART 3

A.
3
2
4
1
5

B.

1.	information
2.	reject
3.	action
4.	create
5.	commit
6.	final; solved; changed; problem
7.	stating

UNIT II

DECISION MAKING

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Brainstorm--thinking of all possible solutions to a problem
2. Conflict--a clash or sharp disagreement, as of interests or ideas
3. Decision making--the process of finding a way to solve a problem
4. Emotions--any particular feelings, such as love, hate, joy, fear, jealousy; used in such a way that you react to something without careful thinking
5. Evaluation--to find or try to find the value or worth of something
6. Logic--sound thinking
7. Maturity--the condition of being fully grown
8. Minimal--smallest or least possible
9. Prestige--fame or respect that comes from doing great things; having good character, wealth, success, etc.
10. Strategy--a careful plan or method used to reach a goal

UNIT II

DECISION MAKING

ACTIVITY SHEET 1--DECISION-MAKING WORD FIND

Directions: Complete the sentence using one of the following words and then locate the word in the Word Find by drawing a line through the word.

Strategy
Evaluation
Brainstorm
Logic
Decision
Maturity
Minimal
Emotions
Conflict
Prestige

A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M

1. To ____________________ something is to think of all possible solutions to the problem.

2. The smallest or least possible is the ____________________.

3. A __________________ is a clash or sharp disagreement, as of interest or ideas.

4. Sound thinking is ____________________.

5. ____________________ are any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking.

6. Fame or respect that comes from doing great things; having good character, wealth, success, etc., is ____________________.

7. The process of finding a way to solve a problem is __________________ making.

8. ____________________ is the condition of being fully grown.

9. ____________________ is a careful plan or method used to reach a goal.

10. __________________ is to find or try to find the value or worth of something.

DECISION-MAKING:

The process of finding a way to solve a problem.

DECISION MAKING

INFORMATION SHEET 2--DECISION MAKING: IT CAN HELP YOU SOLVE YOUR PROBLEMS

I. What Is Decision Making?

  A. It is the process of finding a way to solve a problem.

  B. Careful decision making can be used to help you reach your goals.

II. Facts About Decision Making

  A. The process of decision making can be taught, but it must be practiced to be learned.

  B. Few decisions need to be made by you alone--input from other sources is always helpful.

    1. Check books and other printed materials for answers to problems that are similar to yours.

    2. Ask your parents for advice.

    3. Ask your teachers for their advice.

    4. Ask your counselor for his/her input.

    5. Ask your friends what they would do if they were faced with your problem.

  C. Every decision contains risk--there is no guarantee that it is the "right" one.

  D. Few decisions are either good or bad; some will come nearer to solving your problems than others.

  E. You have already made several decisions today.

III. Why You Need to Learn the Decision-Making Process

  A. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.

  B. Most decisions are made based on **emotions**, rather than **thought**.

  C. You can take control of your life--rather than letting your problems solve themselves.

  D. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.

  (NOTE: Most people do not want to make decisions because they fear failure and/or change.)

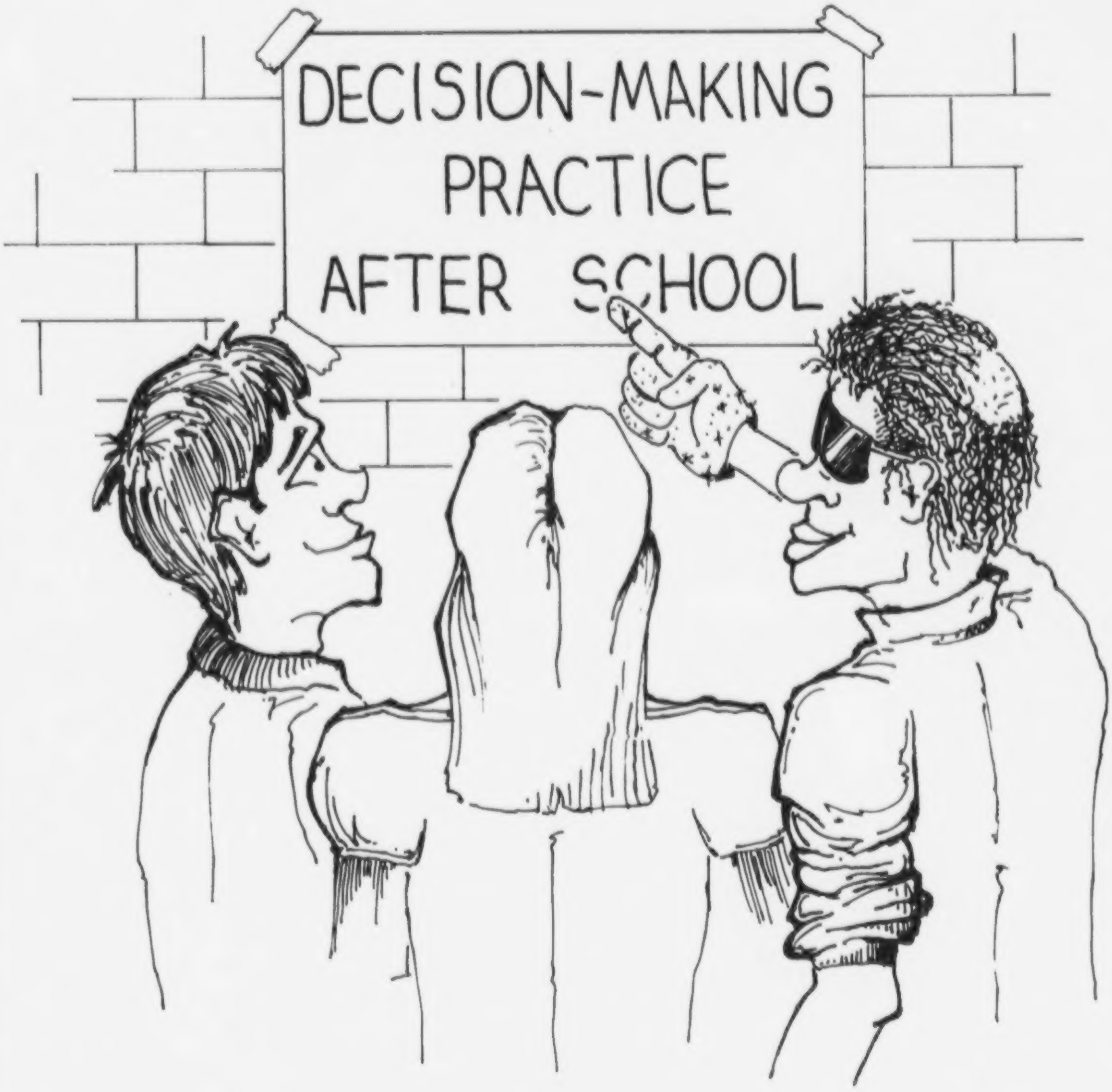
E. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

F. Decisions that will affect your life in an important way must be made very soon.

  1. You will have to decide what courses to take in high school.

  2. You will need to make decisions about what career to pursue and what type of education/training will best prepare you for it.

DECISION-MAKING MUST BE PRACTICED TO BE LEARNED



BEST COPY AVAILABLE

OTHERS CAN HELP YOU MAKE DECISIONS

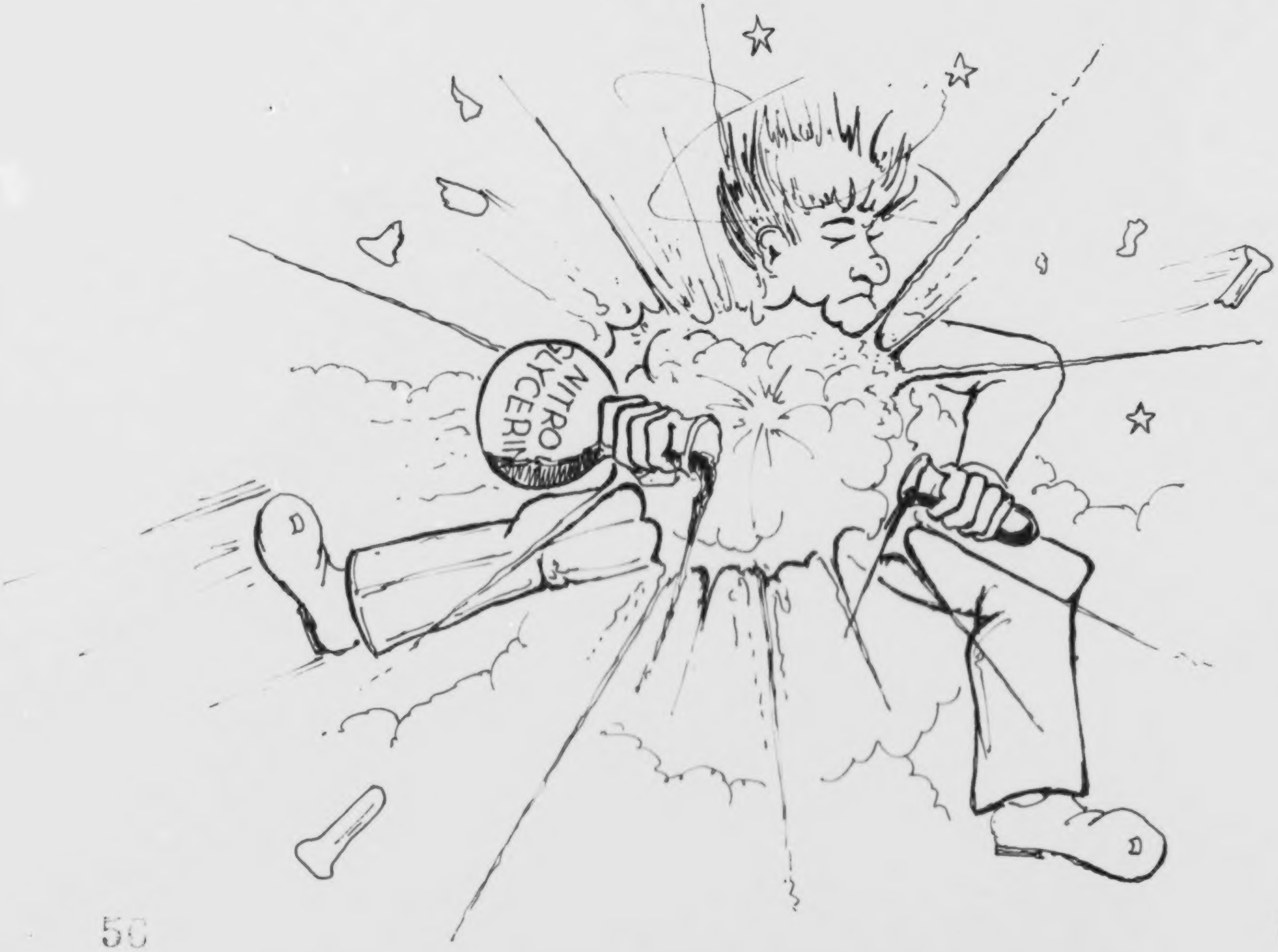
PRINCIPAL

COUNSELOR

TEACHER

EPIG TM-3

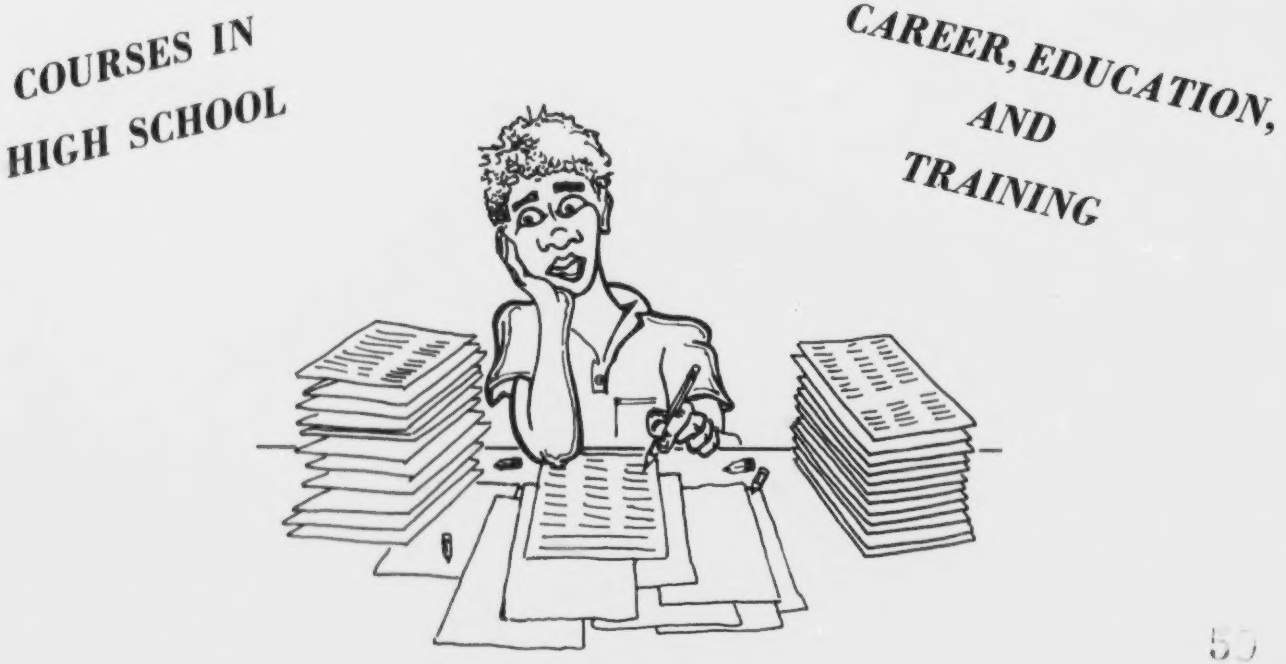
EVERY DECISION YOU MAKE IS RISKY.



EPIG TM-4

BEST COPY AVAILABLE

IMPORTANT DECISIONS WILL NEED TO BE MADE SOON



UNIT II

DECISION MAKING

ACTIVITY SHEET 2--RATING YOUR PROBLEM-SOLVING SKILLS

Directions: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either T (true) or F (false). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other people's ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am often surprised at the results of the solution I chose.

T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

UNIT II

DECISION MAKING

ACTIVITY SHEET 3--OTHERS CAN HELP

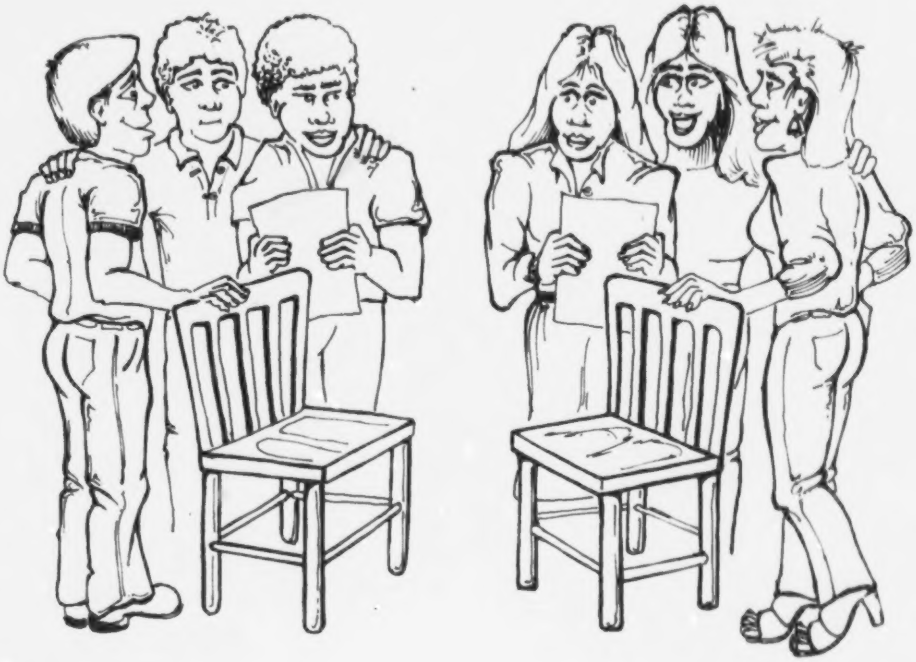
Directions: The purpose of this activity is to prove how helpful others' ideas can be in solving problems and making decisions.

Facilitator:

The group is arranged in a circle format. Two chairs are placed near the center, facing each other. The teacher names one chair a boy's name and the other chair a girl's name. Neither should be the name of a member of the class. Then the class is subdivided into boys and girls, the boys grouping around the boys' chair and the girls grouping around the girls' chair, or half of the class around each chair. Each of the subgroups may be further divided if they are still too large to work as one group.

The group around the boys' chair brainstorms for five minutes all the decisions that a boy of their own age, as represented by the chair, might have to make during the next year of his life. The group around the girls' chair brainstorms decisions that a girl their own age, represented by the girl chair, might have to make during the next year.

After brainstorming, the girls' list is read aloud to the whole class; the boys' group is asked to listen very carefully so that they may add any ideas that the girls' group missed. After the list has been read, any immediate suggestions for decisions are solicited from the boys' group and these are added to the girls' list. This process is repeated for the boys' list.



UNIT II

DECISION MAKING

ACTIVITY SHEET 4--HOW DO YOU HANDLE RISK?

Directions: Yes, all decisions are risky. You take a chance every time you make a decision that is the best one for you. People handle risks in different ways. Some completely avoid risks, some put off being put in positions where risk is involved, some face risk and hope for the best, and others face risk and try to do away with it. How do you react to a situation where risk is involved? This activity is a fantasy trip that puts you in a situation where you must face risk. You will not be asked to share your conflict with the class. However, you will be asked to share some of your thoughts about how you decide to handle the risk in your fantasy.

Facilitator:

Ask the group to close their eyes and go on a "fantasy trip." Guide the fantasy by reading the situation below. Pause frequently to allow participants to develop their fantasies:

> You are walking down the hall. You see a student walking toward you . . . As the student comes nearer, you realize that he/she is the one who has been spreading terrible rumors about you and your family . . . Become aware of how you feel inside . . . Now you know that you must decide quickly what to do. As the student comes closer, several possibilities flash through your mind . . . Decide right now what you will do . . . Now, see yourself doing what you decided . . . It is over now. The person is gone. Again, become aware of how you feel inside . . . Are you satisfied with your action?

Ask the class the following questions about their fantasies. Ask for volunteers to share information about how they handled the conflict.

In your fantasy:

How did you feel? What ideas flashed through your mind?

What did you decide to do? How did you feel afterwards?

Do you like the way you acted? Why or why not?

How do you feel when you know you are approaching a risky situation? (angry, afraid, tense, nervous, etc.)

What ideas did you have for dealing with the person? (avoid the student, ignore the student, give the student a dirty look, act as if nothing is wrong, talk about the problem, hit the student, etc.)

What did you decide to do in your fantasy? Is this how you usually deal with conflict?

Were you satisfied that you did the best or right thing in your fantasy? How do you feel about your action?

UNIT II

DECISION MAKING

ACTIVITY SHEET 5--DECISIONS: YOU MAKE THEM ALL THE TIME

Directions: Making decisions is not something new. You make them every day. Most of the time you do it without thinking. That's why learning a decision-making process helps you narrow your choices to the best one. Think back over the past week and list five problems you have faced and the decisions you made.

PROBLEM	DECISION	RANKING OF DECISIONS
1.		
2.		
3.		
4.		
5.		

After listing your problems and decisions, go back and rank your decisions from 1 to 5, with 1 being the best and 5 being the poorest one.

What else could have helped you find a better solution?

After you have ranked your solutions, share your best and poorest solutions with the class.

Why do you believe the solution you ranked 5 was the poorest?

Why do you believe the solution you ranked 1 was the best?

UNIT II

DECISION MAKING

ACTIVITY SHEET 6--DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?

Directions: Most decisions are made based on emotions or feelings, and the outcome of the decision is never thought of. The following students have made decisions. Some were made based on emotions, some logic. If their decisions were made based on emotion, circle the ♡ . If the decisions were made based on logic, circle the π .

♡ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair of Guess jeans like those his friends will be wearing.

♡ π 2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ π 5. Mr. Munson gave Gene a low grade on an essay. Gene has decided not to write the next assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has encouraged his girlfriend to date other boys, because he doesn't want her to sit home all weekend.

♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog's being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

♡ π 8. Joan has put off doing her history project until the night before it is due. She has decided to talk with her teacher and admit she did not complete the project because of poor planning.

♡ π 9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.

♡ π 10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

DECISION MAKING

INFORMATION SHEET 3--STEPS FOR MAKING A DECISION

I. State the problem or the decision that must be made.

  A. Identify the result you would like to have.

  B. Describe the problem in a way that others could clearly understand.

  C. Gather any information that relates to the problem.

II. "Brainstorm" possible solutions to the problem.

  A. Do not reject any solutions at this point, no matter how extreme they may seem.

  B. Use action verbs to describe the solutions.

III. Evaluate each possible solution.

  A. Ask these questions:

    1. What is the outcome likely to be if I choose this solution?

      a. Will it take care of the problem now or sometime in the near future?

      b. Will it create other problems that will need solving?

      c. Is it easier to do than the others?

    2. Will it be the best possible solution?

  B. To make it easier to evaluate each solution, you may want to list each solution and its good and bad points.

IV. Choose the best solution and act.

  (NOTE: Many problems go unsolved and continue to be problems because this step is left out.)

  A. The solution you choose should be the one that both solves your problem and causes the least conflict.

  B. Commit yourself to a date and/or time to try the solution.

V. Follow up the decision you make.

   A. The decision you make is not final until:

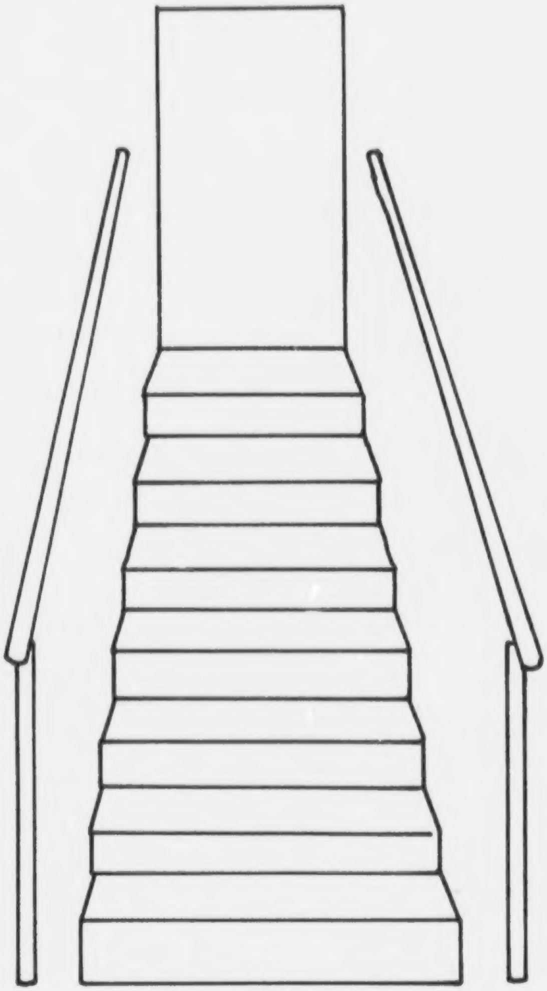
      1. The problem is solved.

      2. The problem has changed.

      3. The problem is no longer a problem.

   B. If the decision does not solve the problem in the way you wish, repeat each step beginning with stating the problem.

STEPS TO DECISION MAKING



Follow-up the decision.

Choose the best solution and do it!

Evaluate each solution.

Brainstorm possible solutions.

State the problem.

START CLIMBING HERE

STEP I

STATEMENT OF PROBLEM:

WHAT DO I WEAR TODAY?

May 1985

THURSDAY	FRIDAY	SATURDAY
2	3	4
9	10 Interview with Mr. Dockery about job.	11
16	17	18

GATHER DATA THAT RELATES TO THE PROBLEM

HEAVY RAINS ARE EXPECTED TODAY.

STEP II
"BRAINSTORM"
POSSIBLE SOLUTIONS

REMEMBER:Do not reject any solutions at this point.

STEP III
EVALUATE EACH POSSIBLE SOLUTION.

- WHAT WOULD BE THE OUTCOME IF I CHOSE THIS SOLUTION?

- WILL IT CREATE OTHER PROBLEMS?

- WILL IT BE THE BEST POSSIBLE SOLUTION?

STEP IV

CHOOSE THE BEST SOLUTION AND ACT ON IT

STEP V
FOLLOW UP THE DECISION

- If the decision does not solve the problem the way you wish, repeat each step beginning with stating the problem.

UNIT II

DECISION MAKING

ACTIVITY SHEET 7--WHAT IS RHONDA'S PROBLEM?

Directions: Read the short story about Rhonda and then answer the questions.

Rhonda, a high school junior, found a job during the Christmas holidays in a variety store. Her job was to price stock and help display and sell merchandise. Rhonda's boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job, although she sometimes gets frustrated when she doesn't know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overheard one of the other salesclerks telling her boss that "ever since that girl started to work, the money in the cash register does not balance with the cash register tape." Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure so many things out for herself on this job. Now Rhonda is afraid she will be fired for stealing when she knows she is innocent. Answer the following questions on a separate sheet of paper:

1. What does Rhonda seem to think is the problem?
2. What do you think is the problem?
3. Write the problem in question form, i.e., "How can Rhonda . . .?"
4. List all the facts relating to the problem situation.
5. Circle the numbers of the two most important facts and check the two least important facts.
6. Why do you believe your most important facts may differ from what others think?
7. How can the fact-finding step help workers avoid mistakes in solving problems?

UNIT II

DECISION MAKING

ACTIVITY SHEET 8--RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION

Directions: Most decisions cannot be made without first gathering all the information that relates to the problem. This activity will help you recognize the importance of gathering information.

Facilitator:

1. Divide the participants into groups of six; choose a supervisor for each group. Give the members of the group a sheet with the names and work history of the people they are to portray.

2. Allot three minutes for participants to become acquainted with their roles.

New Truck Information Sheet

Walt Marshall, Supervisor: You are the supervisor of a repair crew, each of whom drives a small service truck. Every so often, you get a new truck to exchange for an old one, and you have the problem of deciding which member of your crew should receive the new truck. Often there are hard feelings because each person seems to feel he/she deserves the new truck. As a matter of fact, most of the crew members consider your decision wrong. You now have to face the same issue again because a new truck has just been given to you. The new truck is a Chevrolet.

Here are some given facts about the trucks and the crew members that report to Walt Marshall, the supervisor.

George	17 years with the company, has a 2-year-old Ford Truck
Bill	11 years with the company, has a 5-year-old Dodge Truck
John	10 years with the company, has a 4-year-old Ford Truck
Charlie	5 years with the company, has a 3-year-old Ford Truck
Sue	3 years with the company, has a 5-year-old Chevrolet Truck

Most of the crew members do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

You have decided to put the question to the crew. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the crew thinks is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since George has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A person deserves to be rewarded if he/she treats a company truck like his/her own.

John: You have to do more driving than most of the other crew people because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since John backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Sue: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only fair that the next one should be yours. You have a good driving record. You hope the new truck is a Ford since that is the one you prefer to drive.

3. The supervisor, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet listing the reasons, and the expected outcomes if another driver receives the truck.

4. Discuss the variety of data involved in making decisions.

5. Have each member circle the name of the person who should receive the new truck. Hand these to the supervisor who will announce.

"New Truck Decision-Making Sheet"

ALTERNATIVES	DATA (REASONS)	EXPECTED OUTCOME IF ANOTHER

DECISION MAKING

ACTIVITY SHEET 9--HELP RHONDA SOLVE HER PROBLEM

Directions:

1. Review Rhonda's problem in **ACTIVITY SHEET 7--WHAT IS RHONDA'S PROBLEM?**

2. Imagine that Rhonda has come to you with her problem. What ideas might you give her for solving her problem? Write your responses in the first column of the worksheet (additional ideas may be written on the back). Think of as many different ideas as possible. You can work individually, in pairs, or in small groups on this.

Ideas	Good Points of the Idea	Bad Points of the Idea

3. Share your ideas with the entire group.

4. Decide on one solution by discussing the good points and bad points of each.

   a. Why is this the best solution?

   b. What could happen if this idea were used?

   c. What effect might the solution have on Rhonda?

   d. What effect might the solution have on the problem?

   e. What effect might the solution have on Rhonda's boss? On her supervisor?

5. **CONGRATULATIONS!** You have just finished the "brainstorming" step and the evaluation step of the decision-making process.

6. The action part of the decision-making process is next. Things to consider when planning action are:

   a. Will Rhonda need to make an appointment to talk with her boss or supervisor?

   b. Exactly what will Rhonda say?

   c. What attitude should Rhonda show toward her supervisor or boss?

7. Several volunteers are needed to demonstrate good and bad ways that Rhonda could act on the solution. One good way might be to approach the person calmly, beginning, "I have a problem I need to discuss with you." A bad way might be to approach the person angrily.

8. Vote on whether each solution demonstrated actually solved the problem. This is the Evaluation Step. Evaluating includes asking:

   a. Did my chosen solution work?

   b. Did my solution cause any problems I now need to solve?

   c. How can I learn from the problem and the way I decided to solve it?

DECISION MAKING

ACTIVITY SHEET 10--HELPING ALICE MAKE A DECISION

Directions: This activity will help you understand the risk-taking strategies of the decision-making process and will help you understand the evaluation step of the decision-making process. Read the case study below and then see if you can help Alice make the "best" decision.

Alice's Problem: (A case study) Alice is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to a private university in a neighboring community (as well as for admission to the state university system and any of the state colleges). All high school graduates are eligible to attend their local community college.

Although her qualifications for the prestigious university are minimal, she has been accepted on the condition that she make high grades. Alice has applied to and been accepted by four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alice dreads most of all is to drop out or fail at college. She would feel humiliated by this.

She has information on her ability and her past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now then, how does Alice decide how to choose?

Decision-Making Strategies: A strategy is a plan of action; stategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the total act of the decision maker. The four most common risk-taking strategies are:

1. Wish--Choose the alternative that will lead to the most desirable outcome and ignore the likelihood of success.
2. Escape--Avoid the alternative that would result in the worst outcome.
3. Safe--Choose the alternative that is most likely to bring the highest chance of success. Ignore the desired outcome.
4. Combination--Choose the alternative that results in the best compact choice between the likelihood of success and the desired outcome.

Complete the following strategies grid.

ALTERNATIVE	RANK PROBABILITY OF SUCCESS	RANK DESIRABILITY OF OUTCOME
Prestige University		
State University		
State College		
Community College		

Based on the information you get by completing the grid, what choice would Alice make? (Hint: The one that is most likely to produce the highest desirability and probability.)

What choice would you make if you were Alice?

Based on information from the grid, which of the following strategies do you feel would fit her choice?

Wish, escape, safe, combination________________________________

Explain why you chose the strategy you did.

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DECISION MAKING

ACTIVITY SHEET 11--ANN AND BECKY

Directions: Read the following case study and answer the following questions.

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, as eighth graders, the girls have been in the same classes, have the same friends, and spend much of their free time together.

Recently, Ann has become quite concerned for she has been trying to reach a decision about her high school planning. Within the week, the eighth graders are to bring in a high school schedule for preregistration, and after talking to the counselor, Ann is thinking about enrolling in advanced mathematics and English. She would also like to try out for the girl's basketball team.

Becky, however, does not have the academic and athletic ability that Ann has. In fact, if it had not been for Ann's helping Becky with her homework and projects the past year, Becky would be making lower grades than her mostly Cs and a few Bs. However, Becky makes friends easier than Ann.

The girls have talked about their schedules and Becky believes that they will both take general mathematics and English as well as the same P.E. class. Ann is afraid to tell Becky about her plans because there is no way Becky can do the academic work. Becky will need help with her work even in the general classes.

1. What is the problem?

2. What are possible solutions?

3. What would be the best solution?

4. How would you act on the decision you chose?

5. How would you evaluate the decision you made?

UNIT II

DECISION MAKING

ACTIVITY SHEET 12--JOHN'S PROBLEM

Directions: Read the following case study and answer the questions.

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both the basketball and football teams and holds the school's record for the high jump in track and field. John's father is an attorney, and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time, his uncle taught him how to weld, and as he does everything, John learned rapidly and did excellent work. However, there was something different about welding--John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track but resented that he could not take shop this year because it was offered at the same time as athletics.

John has just received a high school planning form. With the help of his counselor, he has made out an educational plan that would allow him to train in metal trades and then work in a high school cooperative program in a job as a welder during his last two years of high school.

When he shared his plans with his parents, his mother cried and his father got very angry. College, they said, was what John wanted, not a job as a welder. As he left for school the next morning, his mother told him the school's athletic director was coming to dinner that night to help plan his schedule around the high school athletic program. But if John takes the cooperative training class, he will not have time to participate in all athletic events.

How would you solve the problem?

1. What should John take in high school?

2. What should he tell his parents?

3. What should he tell the athletic director?

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DECISION MAKING

ACTIVITY SHEET 13--MAKING MY OWN DECISIONS

Directions: Using the information you have learned in this unit, make a decision about a problem you have.

1. State your problem:

2. List possible solutions to your problem:

3. Evaluate each solution by listing the good and bad points:

4. Choose the best solution and list the date and/or time you will try your solution.

5. Write the step you would take next:

UNIT II

DECISION MAKING

UNIT TEST--PART 1

Directions: Match the following terms to their definitions by placing the correct letter in the blank at the left.

_______ 1. Prestige

_______ 2. Decision making

_______ 3. Strategy

_______ 4. Evaluation

_______ 5. Minimal

_______ 6. Emotions

_______ 7. Conflict

_______ 8. Logic

_______ 9. Maturity

_______10. Brainstorm

a. the condition of being fully grown

b. a clash or sharp disagreement, as of interest or ideas

c. the thinking of all possible solutions to a problem

d. a careful plan or method used to reach a goal

e. the process of finding a way to solve a problem

f. to find or try to find the value or worth of something

g. fame or respect that comes from doing great things; good character, wealth, success, etc.

h. any particular feeling, such as love, hate, joy, fear, jealousy; used in a way in which you would react to something without careful thinking

i. smallest or least possible

j. sound thinking

UNIT II

DECISION MAKING

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_______ 1. Once the decision-making process is learned, you never need to practice it.

_______ 2. All decisions need to be made by you alone.

_______ 3. Every decision contains risk.

_______ 4. Few decisions are either good or bad; some will come closer to solving your problems than others.

_______ 5. Learning the decision-making process does away with the degree of risk involved.

_______ 6. Most decisions are made based on emotions, rather than logic.

_______ 7. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

_______ 8. You will not be expected to make any important decisions that will affect your life until you are married.

_______ 9. You will soon have to decide what courses to take in high school.

_______10. You will soon need to make decisions about what career to pursue and what type of education and/or training will best prepare you for it.

UNIT II

DECISION MAKING

UNIT TEST--PART 3

A. The five steps of the decision-making process are listed below. Number the steps in the order in which they should be completed in making a decision.

__________ Evaluate each possible solution.

__________ "Brainstorm" possible solutions to the problem.

__________ Choose the best solution and act upon it.

__________ State the problem or the decision that must be made.

__________ Follow up the decision you make.

B. Using the following words, fill in the blanks of each sentence using the correct word.

action
changed
changing
commit
create
final
information
problem
reject
solved
stating

1. Gather any ________________________________ that relates to the problem.

2. Do not _____________________________ any solutions at this point, no matter how extreme they may seem.

3. Use ________________________________ verbs to describe the solutions.

4. When evaluating each possible solution, one question you should ask is, "Will it ____________________________________ other problems that will need solving?"

5. You should ________________________________ yourself to a date and/or time to try the solution you decide upon to solve your problem.

6. The decision you make is not ________________________________ until the problem is ________________________________, has ________________________, or is no longer a ____________________.

7. If the decision does not solve the problem in the way you wish, repeat each step beginning with ________________________________ the problem.

UNIT III

A LOOK AT THE FUTURE

UNIT OBJECTIVE

After completing this unit, the student will be able to research the outlook of a career that interests him/her. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with the effect of outlook on career decision making.
2. State reasons why the outlook of careers should be considered in career decision making.
3. Describe how careers are created.
4. Explain why change will occur in the work force.
5. Explain how a career's outlook is obtained.
6. Explain how geographical areas affect the outlook of careers.
7. Identify sources to use for information on the outlook of careers.
8. Research the outlook of a career that interests him/her.

UNIT III

A LOOK AT THE FUTURE

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your teaching situation.

   D. Add any objectives necessary to meet fully the needs of the students.

II. Information and Activity Sheets

   A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

      1. Discuss the terms and definitions.

      2. Have the students complete **ACTIVITY SHEET 1--UNSCRAMBLING TERMS** to reinforce this area of instruction.

   B. **INFORMATION SHEET 2--MY CAREER: WILL IT BE THERE WHEN I'M READY?**

      1. Stress the importance of students' knowing what the outlook is for careers they are interested in pursuing.

      2. Use **TM-1--RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY** to reinforce the fact that change will affect careers.

      3. Stress to the students that the area where they wish to live influences greatly the outlook of the career; use **TM-2--THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE** to reinforce this point.

      4. Explain to the students that if a career has a good outlook, many job seekers may wish to have the career; therefore, they need to be aware of the education and/or training that would exceed the minimum requirements of the career in order to give them an edge over others.

      5. Use **TM-3--IF YOUR CAREER HAS A GOOD OUTLOOK YOU MAY FACE STIFF COMPETITION** to reinforce this point.

      6. Use **TM-4--HOW JOBS ARE CREATED** as visual reinforcement.

      7. **TM-5--DECLINING OCCUPATIONS** and **TM-6--NEW JOBS DURING THE 80s** may be used to give students an idea of the outlook of careers through the 1990s.

8. **ACTIVITY SHEET 2--HISTORY REPEATS ITSELF** will give students application in how research is done on the outlook of careers; it will also help students to understand that changes will affect the outlook of careers.

9. So that students may learn of resources concerning the outlook of careers, have them complete **ACTIVITY SHEET 3--WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER** according to the following directions:

   (a) Use **TM-7--ROSEMARY'S LETTER** as an example for students to use in preparing their letters.

   (b) Use **TM-8--WHERE TO WRITE FOR OUTLOOK INFORMATION** to show students where they could receive information on the outlook of careers in a specific geographical area.

   (c) You may want to mail all letters for the students in one large envelope.

   (d) Have students share their findings.

C. **INFORMATION SHEET 3--SOURCES FOR CAREER OUTLOOK INFORMATION**

1. Secure the *Occupational Outlook Handbook* so that students may become familiar with the information it provides.

2. Secure publications from the Bureau of Labor Statistics The titles of publications and where they may be ordered are included in the References and Resources section.

3. Show **TM-9--SOURCES FOR CAREER OUTLOOK INFORMATION** to reinforce the list of sources listed in the Information Sheet.

4. Because some students may have difficulty in understanding what is meant by the terminology used concerning the outlook of a career, show **TM-10--WHAT IS MEANT BY OUTLOOK TERMS.**

5. So students can gain practice in researching information on careers, have them complete **ACTIVITY SHEET 4--LEARNING TO USE THE OCCUPATIONAL OUTLOOK HANDBOOK.**

   (HINT: Enough copies of the information on computer and peripheral equipment operators from the *OCCUPATIONAL OUTLOOK HANDBOOK* (on pages 161-162) can be copied for use by your largest class. Doing so will enable you to gather them at the end of the class period and use them again.)

6. So that students will understand that the Chamber of Commerce is an excellent source of information on the outlook of careers in local areas, have them complete **ACTIVITY SHEET 5--VISITING WITH YOUR LOCAL CHAMBER OF COMMERCE.**

7. **ACTIVITY SHEET 6--WHAT IS THE OUTLOOK FOR MY CAREER?** will give students practice in using resources to gain outlook information concerning careers of interest.

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III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Boyle, Karen K., and Wheldon, Ernest. *Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook*. Columbus: National Center for Vocational Education, 1983.

B. *Occupational Outlook Handbook*, 1988-89 edition, Bureau of Labor Statistics, Bulletin 2300.

C. The following career publications are now available from the Educational Development and Training Center, formerly the Occupational Curriculum Laboratory.

CATALOG NO.	PUBLICATION	IN-STATE PRICE	OUT-OF-STATE PRICE
GEN200-OOH	*Occupational Outlook Handbook*	$18.00	$22.00
GEN210-DOT	*Dictionary of Occupational Titles*	$22.00	$27.00
GEN220-DOS	*DOT Supplement*	$ 5.00	$ 6.00
GEN230-GOE	*Guide for Occupational Exploration*	$18.00	$22.00

Prices include shipping costs.

An excellent reference guide for assisting you, the teacher, in providing current information on the outlook of careers is *Careers Tomorrow: The Outlook for Work in a Changing World*. This publication provides selections from *The Futurist* magazine. It may be ordered by writing to the following address:

World Future Society
4916 St. Elmo Avenue
Bethesda, MD20814

UNIT III

A LOOK AT THE FUTURE

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. outlook
2. value
3. competition
4. research
5. labor market

ACTIVITY SHEETS 2 and 3

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

1. About 263,000

2. Most were employed by data processing service firms; wholesale trade establishments; banks; government agencies; insurance companies; accounting, auditing, and bookkeeping service firms; colleges and universities; and hospitals.

3. Many organizations use their computers 24 hours a day, 7 days a week.

4. Employment of computer and peripheral equipment operators is expected to rise much faster than the average for all occupations through the year 2000.

5. Advances in technology led to expanded usage.

6. In 1986, full-time computer operators earned an average salary of $16,500. The range is $10,100 - $29,000.

7. Employers look for workers who already have experience or training in operating the brand and type of equipment they use.

8. **NOTE**: Check students' answers by comparing them to the first four paragraphs of the article.

9. For general information on careers in computer operations, contact firms that use computers such as banks, manufacturing and insurance firms, colleges and universities, and data processing service organizations.

10. Two of the following: systems analysts, programmers, and computer service technicians.

ACTIVITY SHEETS 5 and 6

Evaluated to the satisfaction of the instructor.

UNIT III

A LOOK AT THE FUTURE

ANSWERS TO UNIT TEST

PART 1

1. b
2. e
3. c
4. a
5. d

PART 2

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. T

PART 3

1. c
2. c
3. d
4. b
5. a

UNIT III

A LOOK AT THE FUTURE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Competition--the act of being a rival for something
2. Labor market--the act of people competing for jobs and employers competing for workers
3. Outlook--what is likely for the future
4. Research--careful, patient study in order to find out facts about a subject
5. Value--the quality of a thing that makes it wanted or desirable

A LOOK AT THE FUTURE

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following terms:

1. What is likely for the future

   kuoootl ______________________

2. The quality of a thing that makes it wanted or desirable

   lavue ______________________

3. The act of being a rival for something

   oiimocpettn ______________________

4. Careful, patient study in order to find out facts about a subject

   seeacrhr ______________________

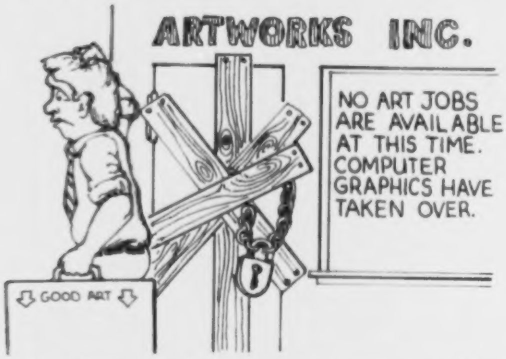
5. The act of people competing for jobs and employers competing for workers

   ralbo tkrame _____________ _______________

A LOOK AT THE FUTURE

INFORMATION SHEET 2--MY CAREER: WILL IT BE THERE WHEN I'M READY?

I. If we can't predict the future, why should you worry about whether your career will be there when you are ready?


ARTWORKS INC.
NO ART JOBS ARE AVAILABLE AT THIS TIME. COMPUTER GRAPHICS HAVE TAKEN OVER.
GOOD ART

A. Because it will be at least four years before most of you are ready to enter the job market.

B. There is no guarantee that those careers available now will be there when you are ready to pursue them.

C. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

D. The needs and wants of society determine what is made and how well it sells.

E. Some careers may not exist in the area where you wish to live.

F. Having a general idea of the outlook of the career you wish to pursue can save you time and money.

EXAMPLE: Jose wanted to be a farmer all his life. He went to Texas A & M and received his bachelor's degree in agriculture. Jose could not make a living as a farmer after he received his degree. He had to return to college and receive education and training in another area that would provide him with enough income to live comfortably.

G. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

(NOTE: Know what education/training would put you ahead of others!)

II. How Are Jobs Created?

A. The needs and wants of consumers

B. Changes in social, technological, and scientific trends

C. Values placed on work, education, income, and leisure

D. Replacements

1. Due to workers retiring

2. Due to workers dying

3. Due to workers changing careers

III. What Are Some Facts About the Outlook of Careers?

A. No one can predict the future labor market conditions with perfect accuracy.

B. The number of job seekers and the number of job openings change often.

C. A rise or fall in the demand for a product or service affects the number of workers needed to produce it.

D. Methods used by experts to develop information on the outlook of careers differ.

E. The outlook of careers is based on information received from:

1. Business firms,

2. Labor unions,

3. Trade associations,

4. Educational institutions, and

5. Government agencies.

F. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

G. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the experts feel the prospects are, which is far better than leaving your career and your life to chance.

RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY WILL:

- CREATE NEW CAREERS

- CHANGE EXISTING ONES

- DO AWAY WITH OTHERS

THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE

EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED

Know what education/training would put you ahead of others!

EPIG TM-3

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HOW JOBS ARE CREATED

- The needs and wants of consumers
- Values placed on work, education, income, and leisure
- Changes in social, technological, and scientific trends
- Replacements

DECLINING OCCUPATIONS

OCCUPATION	PERCENT CHANGE IN EMPLOYMENT, 1980-90	EMPLOYMENT, 1980 (IN THOUSANDS)
FARM LABORERS	-20	1,175
GRADUATE ASSISTANTS	-18	132
FARMERS	-17	1,447
SHOEMAKING MACHINE OPERATORS	-17	65
SECONDARY SCHOOL TEACHERS	-14	1,237
COLLEGE AND UNIVERSITY TEACHERS	-12	457
COMPOSITORS AND TYPESETTERS	-10	128
MAIDS AND SERVANTS, PRIVATE HOUSEHOLD	- 6	478
CENTRAL OFFICE REPAIRERS	- 6	51
TICKET AGENTS	- 4	53
TAXI DRIVERS	- 3	71
CLERGY	- 3	296
POSTAL CLERKS	- 2	316

Source: Bureau of Labor Statistics

NEW JOBS DURING THE 80'S

OCCUPATION	GROWTH IN EMPLOYMENT 1980—1990 (IN THOUSANDS)
SECRETARIES	700
NURSES' AIDES AND ORDERLIES	508
JANITORS AND SEXTONS	501
SALES CLERKS	479
CASHIERS	452
NURSES, PROFESSIONAL	437
TRUCK DRIVERS	415
FOOD SERVICE WORKERS, FAST FOOD RESTAURANTS	400
GENERAL CLERKS, OFFICE	377
WAITERS AND WAITRESSES	360
ELEMENTARY SCHOOL TEACHERS	251
KITCHEN HELPERS	231
ACCOUNTANTS AND AUDITORS	221
HELPERS, TRADES	212
AUTOMOTIVE MECHANICS	206
BLUE-COLLAR WORKER SUPERVISORS	206
TYPISTS	187
LICENSED PRACTICAL NURSES	185
CARPENTERS	173
BOOKKEEPERS, HAND	167
GUARDS AND DOORKEEPERS	153
STOCK CLERKS, STOCKROOM AND WAREHOUSE	142
COMPUTER SYSTEMS ANALYSTS	139
STORE MANAGERS	139
PHYSICIANS, MEDICAL AND OSTEOPATHIC	135
MAINTENANCE REPAIRERS, GENERAL UTILITY	134
COMPUTER OPERATORS	132
CHILD CARE WORKERS, EXCEPT PRIVATE HOUSEHOLD	125
WELDERS AND FLAMECUTTERS	123
STOCK CLERKS, SALES FLOOR	120
ELECTRICAL ENGINEERS	115
COMPUTER PROGRAMMERS	112
ELECTRICIANS	109
BANK TELLERS	108
ELECTRICAL AND ELECTRONIC TECHNICIANS	107
LAWYERS	107
SALES AGENTS AND REPRESENTATIVES, REAL ESTATE	102

Source: Bureau of Labor Statistics

EPIG TM-6

ROSEMARY'S LETTER

1524 Rose Hill
Central City, Texas 74216

April 14, 1989

Executive Director
Texas Occupational Information
  Coordinating Committee
Texas Employment Commission Bldg.
15th and Congress
Room 526T
Austin, TX 78778

Dear Sir/Madam:

I would like to request any available information on the outlook of careers in accounting in the state of Texas.

I am presently enrolled in career investigation at Central City Middle School and have found that I am interested in pursuing a career in accounting. As I plan to make my home in Texas, I would like to know what the future is for accountants in our state.

Any information you can send me will be appreciated.

Sincerely,

Rosemary Ramirez

Rosemary Ramirez

WHERE TO WRITE FOR OUTLOOK INFORMATION

Alabama

Director, Alabama Occupational Information Coordinating Committee, First Southern Towers, Suite 402, 100 Commerce St., Montgomery, Ala. 36130. Phone: (205) 832-5737.

Alaska

Coordinator, Alaska Occupational Information Coordinating Committee, Pouch F — State Office Bldg., Juneau, Alaska 99811. Phone: (907) 465-2980.

Arizona

Executive Director, Arizona State Occupational Information Coordinating Committee, 1535 West Jefferson, Room 345, Phoenix, Ariz. 85007. Phone: (602) 255-3680.

Arkansas

Director, Arkansas State Occupational Information Coordinating Committee, P.O. Box 2981, Little Rock, Ark. 72203. Phone: (501) 371-3551.

California

Executive Director, California Occupational Information Coordinating Committee, 1027 10th Street, No. 302, Sacramento, Calif. 95814. Phone: (916) 323-6544.

Colorado

Director, Office of Occupational Information, Colorado Occupational Information Coordinating Committee, 213 Centennial Bldg., 1313 Sherman St., Denver, Colo. 80203. Phone: (303) 866-3335.

Connecticut

Executive Director, Connecticut State Occupational Information Coordinating Committee, c/o Elm Hill School, 569 Maple Hill Avenue, Newington, Conn. 06111. Phone: (203) 666-1441.

Delaware

Director, State Occupational Information Coordinating Committee of Delaware, Drummond Office Plaza, Suite 3303, Building No. 3, Newark, Del. 19711. Phone: (302) 368-6908.

District of Columbia

Executive Director, D.C. Occupational Information Coordinating Committee, 500 C St. NW., Suite 621, Washington, D.C. 20001. Phone: (202) 724-3965.

Florida

Director, Florida Occupational Information Coordinating Committee, 325 John Knox Rd., Suite L-500, Tallahassee, Fla. 32303. Phone: (904) 386-6111.

Georgia

Executive Director, Georgia Occupational Information Coordinating Committee, 151 Ellis St. NE., Suite 504, Atlanta, Ga. 30303. Phone: (404) 656-3117.

Hawaii

Executive Director, Hawaii State Occupational Information Coordinating Committee, 1164 Bishop St., Suite 502, Honolulu, Hawaii 96813. Phone: (808) 548-3496.

Idaho

Coordinator, Idaho Occupational Information Coordinating Committee, Len B. Jordan Bldg., Room 301, 650 W. State St., Boise, Idaho 83720. Phone: (208) 334-3705.

Illinois

Executive Director, Illinois Occupational Information Coordinating Committee, 217 E. Monroe, Suite 203, Springfield, Ill. 62706. Phone: (217) 785-0789.

Indiana

Director, Indiana Occupational Information Coordinating Committee, 17 W. Market St., 434 Illinois Bldg., Indianapolis, Ind. 46204. Phone: (317) 232-3625.

Iowa

Executive Director, Iowa State Occupational Information Coordinating Committee, 523 E. 12th St., Des Moines, Iowa 50319. Phone: (515) 281-8076.

Kansas

Director, Kansas Occupational Information Coordinating Committee, 320 West 7th, Suite D, Topeka, Kans. 66603. Phone: (913) 296-5286.

Kentucky

Coordinator, Kentucky Occupational Information Coordinating Committee, 275 E. Main St., D.H.R. Bldg., 2nd Floor East, Frankfort, Ky. 40621. Phone: (502) 564-4258.

Louisiana

Director, Louisiana State Occupational Information Coordinating Committee, P.O. Box 44094, Baton Rouge, La. 70804. Phone: (504) 925-3593.

Maine

Executive Director, Maine State Occupational Information Coordinating Committee, State House Station 71, Augusta, Maine 04333. Phone: (207) 289-2331.

Maryland

Executive Director, Maryland Occupational Information Coordinating Committee, Jackson Towers, Suite 304, 1123 N. Eutaw St., Baltimore, Md. 21201. Phone (301) 383-6350.

Massachusetts

Executive Director, Massachusetts Occupational Information Coordinating Committee, Charles F. Hurley Bldg., Government Center, Boston, Mass. 02114. Phone: (617) 727-9740.

Michigan

Executive Coordinator, Michigan Occupational Information Coordinating Committee, 309 N. Washington, P.O. Box 30015, Lansing, Mich. 48909. Phone: (517) 373-0363.

Minnesota

SOICC Director, Department of Economic Security, 690 American Center Bldg., 150 E. Kellogg Blvd., St. Paul, Minn. 55101. Phone: (612) 296-2072.

Mississippi

SOICC Director, Vocational Technical Education, P.O. Box 771, Jackson, Miss. 39205. Phone: (601) 354-6779.

Missouri

Director, Missouri Occupational Information Coordinating Committee, 830d E. High St., Jefferson City, Mo. 65101. Phone: (314) 751-2624.

Montana

Program Manager, Montana State Occupational Information Coordinating Committee, P.O. Box 1728, Helena, Mont. 59624. Phone: (406) 449-2741.

Nebraska

Executive Director, Nebraska Occupational Information Coordinating Committee, W. 300 Nebraska Hall, Lincoln, Nebr. 68588. Phone: (402) 472-2062.

Nevada

Director, Nevada Occupational Information Coordinating Committee, Capitol Complex, Kinkead Bldg., Room 601, 505 E. King St., Carson City, Nev. 89710. Phone: (702) 885-4577.

New Hampshire

SOICC Director, New Hampshire Occupational Information Coordinating Committee, c/o Department of Employment and Training, 155 Manchester St., Concord, N.H. 03301. Phone (603) 271-3156.

New Jersey

Acting Staff Director, New Jersey Occupational Information Coordinating Committee, Department of Labor and Industry, Division of Planning and Research, P.O. Box CN056, Trenton, N.J. 08625. Phone: (609) 292-2626.

New Mexico

Director, New Mexico State Occupational Information Coordinating Committee, NEA Building, 130 South Capitol, Suite 157, Santa Fe N.M. 87501. Phone: (505) 827-3411 or 3412.

New York

SOICC Director, New York Department of Labor, Labor Department Bldg. #12, State Campus, Room 559A, Albany, N.Y. 12240. Phone: (518) 457-2930.

North Carolina

SOICC Director, North Carolina Department of Administration, 112 W. Lane St., 218 Howard Bldg., Raleigh, N.C. 27611. Phone: (919) 733-6700.

North Dakota

Director, North Dakota Occupational Information Coordinating Committee, 1424 W. Century Ave., P.O. Box 1537, Bismarck, N. Dak. 58505. Phone: (701) 224-2733.

Ohio

Director, Ohio Occupational Information Coordinating Committee, State Department Bldg., 65 S. Front St., Room 904, Columbus, Ohio 43215. Phone: (614) 466-2095.

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Oklahoma

Executive Director, Oklahoma Occupational Information Coordinating Committee, School of Occupational and Adult Education, Oklahoma State University, 1515 W. 6th St., Stillwater, Okla. 74074. Phone: (405) 377-2000, ext. 311.

Oregon

Coordinator, Oregon Occupational Information Coordinating Committee, 875 Union St., NE., Salem, Oreg. 97311. Phone: (503) 378-8146.

Pennsylvania

Director, Pennsylvania Occupational Information Coordinating Committee, Labor and Industry Bldg., 7th and Forster Sts., Room 1008, Harrisburg, Pa. 17120. Phone: (717) 787-3467.

Puerto Rico

Executive Director, Puerto Rico Occupational Information Coordinating Committee, Cond. El Centro II, Suite 224, Munoz Rivera Ave., Hato Rey, P. R. 00918. Phone: (809) 753-7110.

Rhode Island

Executive Director, Rhode Island Occupational Information Coordinating Committee, 22 Hayes St., Room 315, Providence, R.I. 02908. Phone: (401) 272-0830.

South Carolina

Director, South Carolina Occupational Information Coordinating Committee, 1550 Gadsden St., Columbia, S.C. 29202. Phone: (803) 758-3165.

South Dakota

Executive Director, South Dakota Occupational Information Coordinating Committee, 108 E. Missouri, Pierre, S. Dak. 57501. Phone: (605) 773-3935.

Tennessee

Director, Tennessee Occupational Information Coordinating Committee, 512 Cordell Hull Bldg., Nashville, Tenn. 37219. Phone: (615) 741-6451.

Texas

Executive Director, Texas Occupational Information Coordinating Committee, Texas Employment Commission Bldg., 15th and Congress, Room 526T, Austin, Tex. 78778. Phone: (512) 397-4970.

Utah

Director, Utah Occupational Information Coordinating Committee, Elks Club Bldg., Suite 6003, 139 East South Temple, Salt Lake City, Utah 84111. Phone: (801) 533-2028.

Vermont

Director, Vermont Occupational Information Coordinating Committee, P.O. Box 488, Montpelier, Vt. 05602. Phone: (802) 229-0311.

Virginia

SOICC Director, Virginia Vocational and Adult Education, Department of Education, P.O. Box 6Q, Richmond, Va. 23216. Phone: (804) 225-2735.

Washington

SOICC Director, Washington Commission for Vocational Education, Bldg. 17, Airdustrial Park, Mail Stop LS-10, Olympia, Wash. 98504. Phone: (206) 754-1552.

West Virginia

Executive Director, West Virginia State Occupational Information Coordinating Committee, 1600 1/2 Washington St., E., Charleston, W. Va. 25311. Phone: (304) 348-0061.

Wisconsin

Director, Wisconsin Occupational Information Coordinating Committee, Educational Sciences Bldg., Room 952, 1025 W. Johnson, Madison, Wis. 53706. Phone: (608) 263-1048.

Wyoming

Director, Wyoming Occupational Information Coordinating Committee, Hathaway Bldg. — Basement, 2300 Capitol Ave., Cheyenne, Wyo. 82002. Phone: (307) 777-7177 or 7178.

American Samoa

Executive Director, American Samoa SOICC, Governor's Office, American Samoa Government, Pago Pago, American Samoa 96799.

Guam

Acting Executive Director, Guam Occupational Information Coordinating Committee, P.O. Box 2817, Agana, Guam 96910. Phone: (617) 477-8941.

Northern Mariana Islands

Executive Director, Northern Mariana Islands Occupational Information Coordinating Committee, P.O. Box 149, Saipan, Northern Mariana Islands 96950. Phone: 7136.

Trust Territory of the Pacific

Director, Trust Territory of the Pacific Islands, Occupational Information Coordinating Committee, Office of Planning and Statistics, Saipan, Mariana Islands 96950.

Virgin Islands

Director, Virgin Islands Occupational Information Coordinating Committee, Department of Education, P.O. Box 630, Charlotte Amalie, St. Thomas, Virgin Islands 00801. Phone: (809) 774-0100, ext. 211.

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A LOOK AT THE FUTURE

ACTIVITY SHEET 2--HISTORY REPEATS ITSELF

Directions: Your parents, grandparents, and others probably can give you firsthand information on how careers have changed over the years. The cause(s) of failure of some careers usually can be traced to the same factors. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, ask your parents, grandparents, and others the following questions. Share your findings with the class.

1. What has been the major change in careers during your lifetime? What caused this change?

2. Can you think of a career that was in high demand at one time, but no longer is?

3. Have you experienced a layoff due to a decrease in the need for a product or service? Did you have any warning that it was going to happen?

4. Can you think of a product or service that once was in high demand by the consumer, but no longer is? Why do you think the demand for the product or service has decreased?

5. Can you think of a career that, because of advances in technology, has changed?

   EXAMPLES: the tools, machinery, equipment, etc., used by the worker

A LOOK AT THE FUTURE

ACTIVITY SHEET 3--WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER

Directions: The area of the country where you wish to live determines whether a career will be available, how stiff the competition will be, and the future of the career. Have you considered where you would like to live when you are on your own? Use **TM-8--WHERE TO WRITE FOR OUTLOOK INFORMATION** to complete the following directions.

1. Find the area of the country in which you would like to live.

2. Find the address where you can request information on the outlook of careers in that area.

3. Write a letter requesting information on the outlook of a career of your choice.

   HINT: Use Rosemary's letter as an example for composing your own.

A LOOK AT THE FUTURE

INFORMATION SHEET 3--SOURCES FOR CAREER OUTLOOK INFORMATION

I. *Occupational Outlook Handbook*

   A. Most widely used source

   B. Published by the United States Department of Labor, Bureau of Labor Statistics

   C. For four decades, the Bureau of Labor Statistics has done research on employment in occupations and industries for use in vocational guidance.

   D. Revised every two years

II. *Occupational Outlook Quarterly*

   A. Provides updated information between editions of the *Occupational Outlook Handbook*

   B. Organizes information printed elsewhere into one publication

III. Bureau of Labor Statistics

   A. Does research using the most recent information available on population, industry and occupational employment, productivity, etc.

   B. Publishes brochures concerning their research

   C. Regional offices can give you a list of current information printed by the Bureau of Labor Statistics.

IV. Chamber of Commerce

   A. Gives you information on the outlook of careers in your area

   B. Can give you an idea of those careers that could emerge because of new industry

   (NOTE: A good source only if you know in what city you wish to live.)

V. State Employment Commission

   A. Gives you an outlook of careers in your state

   B. Based on research done by each individual state employment commission

SOURCES FOR CAREER OUTLOOK INFORMATION

- OCCUPATIONAL OUTLOOK HANDBOOK
- OCCUPATIONAL OUTLOOK QUARTERLY
- CHAMBER OF COMMERCE
- STATE EMPLOYMENT COMMISSION

WHAT IS MEANT BY THE OUTLOOK TERMS?

Excellent — Demand much greater than supply

Very good — Demand greater than supply

Good or favorable — Rough balance between demand and supply

May face competition — Likelihood of more supply than demand

Keen competition — Supply greater than demand

UNIT III

A LOOK AT THE FUTURE

ACTIVITY SHEET 4--LEARNING TO USE THE OCCUPATIONAL OUTLOOK HANDBOOK

Directions: The *Occupational Outlook Handbook* is the most widely used source for the outlook of careers. To gain practice in locating specific information in the *Occupational Outlook Handbook*, use the information about computer and peripheral equipment operators to answer the following questions:

1. How many persons worked as computer operators in 1986?

2. Where were most computer and peripheral equipment operators employed?

3. Why must computer and peripheral equipment operators be required to work evening or night shifts and weekends?

4. What is the outlook for computer and peripheral equipment operators?

5. Explain why the demand for computer and peripheral equipment operators is expected to increase?

6. What is the salary range for computer and peripheral equipment operators?

7. What form of training do most employers who recruit from outside their firms want applicants to have received?

8. Describe the nature of work of the computer and peripheral equipment operator.

9. For general information on careers in computer operation, whom should you contact?

10. Name two other occupations mentioned that are related to the computer and peripheral equipment operator.

Computer and Peripheral Equipment Operators

(D.O.T. 208.685-030, 213.362-, .382-, .582-, .682-, and 685)

Nature of the Work

Since their invention in the 1940's, computers have become steadily more important in our society. At first used only for military and scientific research, today computers are essential to the operation of stores, banks, colleges and universities, government agencies, hospitals, factories, and many other organizations. Like all machines, the usefulness of computers is dependent upon the skill of the people who run them.

The duties of computer and peripheral equipment operators vary with the size of the installation, the type of equipment used, and the policies of the employer. In organizations with small computer systems, for example, computer operators may run both the computer and all the peripheral equipment such as printers, disk drives, and tape readers. In large computer installations, computer operators specialize in console operation while peripheral equipment operators run the related devices. Generally, the duties of computer operators and peripheral equipment operators involve the following tasks.

Working from operating instructions prepared by programmers or operations managers, computer operators set controls on the computer and on peripheral devices required to run a particular job. Computer operators or, in large installations, peripheral equipment operators load the equipment with tapes, disks, and paper as needed. While the computer is running—which may be 24 hours a day for large computers—computer operators monitor the computer console and respond to operating and computer messages. If an error message occurs, operators must locate the problem and solve it or terminate the program.

Peripheral equipment operators may have to prepare printouts and other output for distribution to computer users. Operators also maintain log books listing events such as machine malfunctions that occurred during their shift. In addition, computer operators may supervise and train peripheral equipment operators and computer operator trainees. They also may help programmers and systems analysts test and debug new programs. (Detailed descriptions of these occupations are presented elsewhere in the *Handbook*.)

Working Conditions

Computer operating personnel work in well-lighted, well-ventilated, and generally comfortable rooms. When the equipment is operating, however, the computer room can be noisy. Computer and peripheral equipment operators may be required to work evening or night shifts and weekends because many organizations use their computers 24 hours a day, 7 days a week. Shift assignments generally are made on the basis of seniority.

Many large computer installations operate around the clock.

Employment

In 1986, computer operators and peripheral equipment operators held about 263,000 and 46,000 jobs, respectively. Although some jobs for computer and peripheral equipment operators are found in almost every industry, most are in data processing service firms; wholesale trade establishments; banks; government agencies; insurance companies; accounting, auditing, and bookkeeping service firms; colleges and universities; and hospitals. These organizations have data processing needs that require large computer installations.

About 1 out of 10 computer and peripheral equipment operators works part time.

Training, Other Qualifications, and Advancement

In many firms, clerical workers such as secretaries, typists, bookkeeping clerks, and computer tape librarians may be transferred to jobs as peripheral equipment or computer operators and trained on the job. Employers who recruit from outside their firms look for workers who already have experience or training in operating the brand and type of equipment they use. Many high schools, public and private vocational schools, business schools, and community colleges offer training in computer operations. The military services also offer training, as do some computer manufacturers.

Employers usually require a high school education, and many prefer computer operators with some trade school or junior college training in data processing. Employers who select operators from within their organization may pay for training at such schools. Many employers test applicants to determine their aptitude for computer work.

Workers usually receive some on-the-job training to become acquainted with their employer's equipment and routines. The length of training varies with the job and the experience of the worker. New peripheral equipment operators are expected to learn their jobs in a few weeks. New computer operators, however, may require several months of training because they must become sufficiently familiar with the computer equipment to handle all problems. Operators with prior experience or training are expected to learn their employer's system within a few weeks.

Because computer technology changes often, operators must be adaptable and willing to learn. Computer and peripheral equipment operators must be able to communicate well in order to work effectively with programmers and each other. Computer operators also must be able to work independently because they may have little or no supervision on evening, night, or weekend shifts.

A few computer operators may advance to

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supervisory jobs. Peripheral equipment operators may become computer operators. Through on-the-job experience and additional training, some computer and peripheral equipment operators advance to jobs as programmers.

Job Outlook

Employment of computer and peripheral equipment operators is expected to rise much faster than the average for all occupations through the year 2000.

Advances in technology have reduced both the size and the cost of computer equipment while at the same time increasing their capacity for data storage and processing. These improvements in technology have fueled an expansion in the use of computers in such areas as factory and office automation, telecommunications, medicine, and education. As computer usage grows, so will the need for computer operators and peripheral equipment operators. Because computer and peripheral equipment operators work mainly with large computer systems—the part of the overall computer market that has slowed down—employment of operators is not expected to rise as rapidly as in previous years.

As the trend toward networking—making connections between computers—accelerates, a growing number of these workers can be expected to operate minicomputers. More and more establishments are realizing the need to connect all their computers in order to enhance productivity. In many offices, factories, and other work settings, minicomputers will serve as the center of such networks, often referred to as local area networks or multi-user systems. While some of these minicomputers will be operated by other workers in the area, many will require the services of full-time operators.

In addition to jobs resulting from growth in demand for operators, many openings will arise from the need to replace workers who transfer to other occupations or leave the labor force.

Earnings

In 1986, full-time computer operators earned an average annual salary of $16,500. The middle 50 percent earned between $12,800 and $21,800. The lowest 10 percent of computer operators earned less than $10,100, and the top 10 percent earned more than $29,000.

In the Federal Government, computer operators without work experience started at about $12,500 a year in 1987. The average annual salary for all computer operators in the Federal Government was about $18,000 in 1986.

Computer operators and peripheral equipment operators had higher earnings in the North and West than in the South. Operators employed in manufacturing, transportation and public utilities, and wholesale trade had higher earnings than those employed in retail trade, banking, insurance, and services.

Related Occupations

Other occupations involving work with computers include systems analysts, programmers, and computer service technicians. Other occupations in which workers operate electronic office equipment include data entry keyers, secretaries, typists, and printing typesetters and compositors.

Sources of Additional Information

For additional information about work opportunities in computer operations, contact firms that use computers such as banks, manufacturing and insurance firms, colleges and universities, and data processing service organizations. The local office of the State employment service can supply information about employment and training opportunities.

Data Entry Keyers

(D.O.T. 203.582-022, -026, -030, -054, and -070)

Nature of the Work

Vast amounts of data stored and processed by modern computer systems must be updated almost continuously. Each time an individual writes a check, for example, the amount must be entered into the bank's computer, so the correct charge can be made to his or her account. Getting data from checks, bills, invoices, and other documents into the computer system is the work of data entry keyers.

The main function of the data entry keyer is to type data from documents quickly and accurately. This is done with a variety of typewriter-like equipment. Many keyers use a machine that converts the information they type to magnetic impulses on tapes or disks. The information is then read into the computer from the tape or disk. Some keyers operate on-line terminals of the main computer system that transmit and receive data. Although brands and models of computer terminals and data entry equipment differ somewhat, their operation and keyboards are similar.

Some keyers working from terminals use data from the computer to produce business, scientific, and technical reports. In some offices, keyers also operate computer peripheral equipment such as printers and tape readers, act as tape librarians, and perform other clerical duties.

Working Conditions

Data entry keyers usually work in offices that are clean, well lighted, and generally comfortable. However, they must sit for long periods and may be subjected to high noise levels. Keyers often work with video display terminals and may experience stress and eyestrain as a result. Increasingly, studies are focusing on the risk of miscarriage, birth defects, and other pregnancy complications that may be experienced by women who use VDT's extensively.

Data entry lends itself to flexible working arrangements; many data entry keyers have part-time schedules with their employer and others take short-term jobs through temporary help agencies.

Employment

Data entry keyers held about 400,000 jobs in 1986. Although jobs for data entry keyers are found in almost every industry, about two-thirds of all workers are in data processing service firms, government agencies, banks, wholesale trade establishments, insurance firms, temporary help agencies, hospitals, colleges and universities, and bookkeeping firms.

Training, Other Qualifications, and Advancement

Employers usually require a high school education and the ability to key data at a certain speed. Applicants often are tested for speed and accuracy. Some employers prefer applicants with experience or training in the operation of data entry equipment. In some firms, other clerical workers such as tabulating and bookkeeping machine operators may be transferred to jobs as data entry keyers. Training in the use of data entry and similar keyboard equipment is available in high schools and private business schools.

Data entry keyers should be able to work under close supervision and pay attention to detail. They also must feel comfortable doing repetitive work.

Advancement opportunities for data entry keyers are limited. However, promotion to a supervisory position is possible after several years on the job. With additional training, often including community or junior college study, a few data entry keyers advance to jobs as computer or peripheral equipment operators.

Job Outlook

Employment of data entry keyers is expected to decline through the year 2000. Despite this decline, many openings, including part-time ones, will occur each year due to the need to replace workers who transfer to other occupations or leave the labor force.

The amount of data that must be entered into computer systems is tremendous and growing. However, improvements to data processing technology and systems will enable organizations to handle the growing volume of data with fewer data entry keyers. The use of on-line processing that enables departments within an organization to enter data from remote terminals is an example of such an improvement. Another is the use of recognition technologies such as bar code scanners now used in many food stores. Optical character readers—machines that can scan data in the form of letters and numbers and enter it into a computer—are being used in more and more workplaces.

Increasingly, data are being captured at the point of origin and entered into the system without human intervention. Such is the case in the banking industry with automatic teller machines. In addition, as more companies buy computers and communication among computers becomes easier through standardization, data increasingly will need to be entered only once. After that, it can simply be sent from one computer to another, without the need for a data entry keyer to reenter it. Perhaps the most important new technology is voice recognition systems, which allow data to be entered directly just by speaking to the computer. While it is uncertain just when, or if, this tech-

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A LOOK AT THE FUTURE

ACTIVITY SHEET 5--VISITING WITH YOUR LOCAL CHAMBER OF COMMERCE

Directions: Take a field trip to your local Chamber of Commerce, or invite an employer to speak to your class on the outlook of careers in your city. Ask them the following questions:

1. What career has the brightest future?

2. What career has the worst?

3. What factors have influenced the outlook of careers in our city?

4. Are there any new industries or other businesses that are planning to locate here?

5. If so, what types of careers would be available as a result?

A LOOK AT THE FUTURE

ACTIVITY SHEET 6--WHAT IS THE OUTLOOK FOR MY CAREER?

Directions: Because many careers can change a great deal in a very short period of time, the career you wish to pursue now may not even exist when you are ready to enter the job market. Let's see what experts say the future of your career is. Using the available resources in your classroom, answer the following questions:

1. Name one career you would like to have.

2. What training and/or education is needed to pursue this career?

3. What is the outlook for this career?

4. Can you think of any factors that could change the outlook of this career? Explain how you think these factors would influence this outlook.

5. What resource(s) did you use to obtain your information?

UNIT III

A LOOK AT THE FUTURE

UNIT TEST--PART 1

Directions: Match the following terms and definitions by placing the correct letter in the blanks at the left.

_______ 1. Value

_______ 2. Competition

_______ 3. Research

_______ 4. Outlook

_______ 5. Labor market

a. what is likely for the future

b. the quality of a thing that makes it wanted or desirable

c. careful, patient study in order to find out about a subject

d. the act of people competing for jobs and employers competing for workers

e. the act of being a rival for something

A LOOK AT THE FUTURE

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_______ 1. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

_______ 2. The needs and wants of society have little influence on what is made and how well it sells.

_______ 3. The same careers exist in every part of the country.

_______ 4. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

_______ 5. One way jobs are created is by changes in social, technological, and scientific trends.

_______ 6. No one can predict the future of labor market conditions with perfect accuracy.

_______ 7. Methods used by experts to develop information on the outlook of careers differ.

_______ 8. The outlook of careers is based only on information received from government agencies.

_______ 9. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

_______10. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the prospects are, which is far better than leaving your career to chance.

UNIT III

A LOOK AT THE FUTURE

UNIT TEST--PART 3

Directions: Answer the following questions by circling the letter beside the correct answer:

1. The most widely used source for information on the outlook of careers is:

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. *Occupational Outlook Quarterly*

2. If you were trying to find updated information on the outlook of careers between editions of the *Occupational Outlook Handbook*, your best choice would be:

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Quarterly*
   d. State Employment Commission

3. If you knew what state you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. State Employment Commission

4. If you knew what city you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Bureau of Labor Statistics
   b. Chamber of Commerce
   c. *Occupational Outlook Handbook*
   d. State Employment Commission

5. What source publishes brochures related to the research they do on the outlook of careers?

   a. Bureau of Labor Statistics
   b. *Occupational Outlook Handbook*
   c. *Occupational Outlook Quarterly*
   d. State Employment Commission

UNIT IV

MAKING CAREER PLANS

UNIT OBJECTIVE

After completing this unit, the student will be able to use a career decision-making model to make a tentative career choice. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms associated with career decision making.
2. Identify reasons why he/she should now begin the career decision-making process.
3. Explain why career decision making is an on-going process.
4. Survey others to determine whether their careers were planned or occurred by accident.
5. Survey others to determine the number of times they have changed careers.
6. Identify facts about him/herself that would affect career choice.
7. List possible careers he/she would like to pursue.
8. Research career prospects to determine education/training requirements, personal/physical requirements, salary ranges, working conditions, and other pertinent job-related information.
9. Match his/her characteristics, needs, and wants to prospective careers.
10. Determine two career clusters that most closely match his/her own personal characteristics.
11. State goals for accomplishing the career.
12. Explain the importance of evaluating career decisions.

UNIT IV

MAKING CAREER PLANS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your local teaching situation.

D. Add any objectives necessary to meet fully the needs of the students.

II. Information and Activity Sheets

A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

1. Stress to the students the importance of understanding the terms associated with career decision making.

2. Use **ACTIVITY SHEET 1--UNDERSTANDING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2--MAKING CAREER DECISIONS**

1. Stress the importance of the students' starting now to make career plans.

2. Show **TM-1--START THE CAREER DECISION-MAKING PROCESS NOW!** to reinforce this point.

3. To reinforce the importance of planning for careers, show the following transparencies:

a. **TM-2--ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS**

b. **TMs-3, 4, 5, and 6--CAREER DECISION MAKING SHOULD BE MADE ONLY AFTER MUCH THOUGHT!**

4. To reinforce the information presented, complete the following Activity Sheets:

a. **ACTIVITY SHEET 2--SURVEY OF CAREER CHOICE: ACCIDENT OR PLANNED?**

b. **ACTIVITY SHEET 3--SURVEY OF CAREER MOVES**

(NOTE: Because most students tend to believe facts based on others' experiences, these activities are invaluable for reinforcing the importance of learning the career decision-making steps, as well as exposing parents and members of the community to what the students are being taught. Students should be given several days to complete this activity so that a variety of sources can be utilized.)

C. **INFORMATION SHEET 3--CAREER DECISION-MAKING STEPS**

1. Students should have completed a thorough self-appraisal if the activities in the *Self-Appraisal Instructional Guide* were completed prior to beginning this unit.

2. If Activity Sheets were kept from the *Self-Appraisal Instructional Guide*, they can be used to remind students of their personal characteristics.

3. Show **TM-7--STEPS TO CAREER DECISION MAKING** as a visual reinforcer as you explain the career decision-making process.

4. The following Activity Sheets must be completed sequentially so students will have a clearer understanding of the career decision-making process.

   a. **ACTIVITY SHEET 4--FACTS ABOUT YOURSELF**

      (NOTE: The last column can contain such information as physical strengths/weaknesses, ability to cope with change, salary range desired, etc.)

   b. **ACTIVITY SHEET 5--LISTING POSSIBLE CAREERS**

      (NOTE: Stress the importance of listing as many careers as possible.)

   c. **ACTIVITY SHEET 6--CLUSTERING CAREERS**

      (NOTE: This activity will help those students having trouble listing careers in ACTIVITY SHEET 5 and will also provide a means of ranking careers according to job-entry requirements so that those students not desiring advanced education/training prior to career entry can identify similar careers not requiring as much education/training as others.)

   d. **ACTIVITY SHEET 7--RESEARCHING CAREERS**

      (NOTE: Additional copies of this Activity Sheet should be made, as only five spaces are provided. Students should complete this form for careers listed under their second career choice. Resources such as the *Occupational Outlook Handbook* should be available for students' use.)

   e. **ACTIVITY SHEET 8--MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF**

      (NOTE: Additional copies of this Activity Sheet should be made so that students can list all prospective careers.)

f. **ACTIVITY SHEET 9--NARROWING YOUR PROSPECTS DOWN TO TWO CLUSTERS**

(NOTE: Stress to the students the importance of completing this activity with careful thought and honesty.)

g. **ACTIVITY SHEET 10--CHOOSING A CAREER CLUSTER AND SETTING GOALS**

(1) Instruct the students to choose a tentative career cluster area.

(2) Stress the importance of having career alternatives should the career cluster area chosen become unattainable.

(3) Unit VI, Making a Tentative Four-Year High School Schedule, included in this guide will give students instruction and application in making decisions concerning courses to take in high school that will help them in accomplishing career goals.

h. **ACTIVITY SHEET 11--A GUIDE FOR EVALUATING CAREER DECISIONS** may be used at any point that the student wishes to evaluate his/her career choice.

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Chapman, Elwood N. *Career Search*. Chicago: Science Research Associates, Inc., 1976.

B. Hoyt, Kenneth, et al. *Career Education in the High School*. Salt Lake City, UT: Olympus Publishing Company, 1977.

MAKING CAREER PLANS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-11

Evaluated to the satisfaction of the instructor; however, activities related to the career decision-making process should be checked carefully for accuracy in occupational/labor market information and the students' personal characteristics.

UNIT IV

MAKING CAREER PLANS

ANSWERS TO UNIT TEST

PART 1

1.	d
2.	b
3.	a
4.	e
5.	c

PART 2

1.	T
2.	F
3.	T
4.	T
5.	F
6.	F
7.	T
8.	T
9.	T
10.	T

PART 3

A.	a.	2
	b.	3
	c.	1
	d.	6
	e.	4
	f.	5

B.	1.	goals
	2.	change
	3.	best; act

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Disability--the condition of not being able or fit to do something

2. Motivation--a strong desire, feeling, etc., that makes you want to do something

3. Personal requirements--those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.

4. Physical requirements--those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.

5. Shadowing--the process of observing a worker at the work site to determine the actual job tasks performed

MAKING CAREER PLANS

ACTIVITY SHEET 1--UNDERSTANDING TERMS

Directions: Make five complete sentences using each of the following words.

disability
motivation
personal requirements
physical requirements
shadowing

1.

2.

3.

4.

5.

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 2--MAKING CAREER DECISIONS

I. You Should Start Now Making Career Decisions

- A. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.
- B. Most careers require at least some education and/or training after high school.
- C. Most educational and/or training programs require students to complete certain courses in high school before enrolling.
- D. Setting career goals, now, can help you choose courses in high school that will help prepare you for your future.

II. Facts About Career Decision Making

- A. Career decision making is an on-going process. You will, most likely, change careers several times during your life.
- B. There are no perfect careers; no one career totally matches everything about yourself and everything you desire!
- C. Change in both you and in the world of work is certain; learn to accept change, rather than fight it.
- D. Most people could probably be successful and happy in a number of different careers.
- E. Career decisions may prove to be unreachable because the job market may change, or you may run out of time, money, or motivation, or outside forces such as marriage and family may prevent you from pursuing the career you wish.

START THE CAREER DECISION-MAKING PROCESS

NOW!

GO FOR IT!
I THINK I CAN.. I THINK I CAN.. I THINK I CAN..
TODAY IS THE FIRST DAY OF THE REST OF YOUR LIFE!
DONT PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY!

EPIG TM-1

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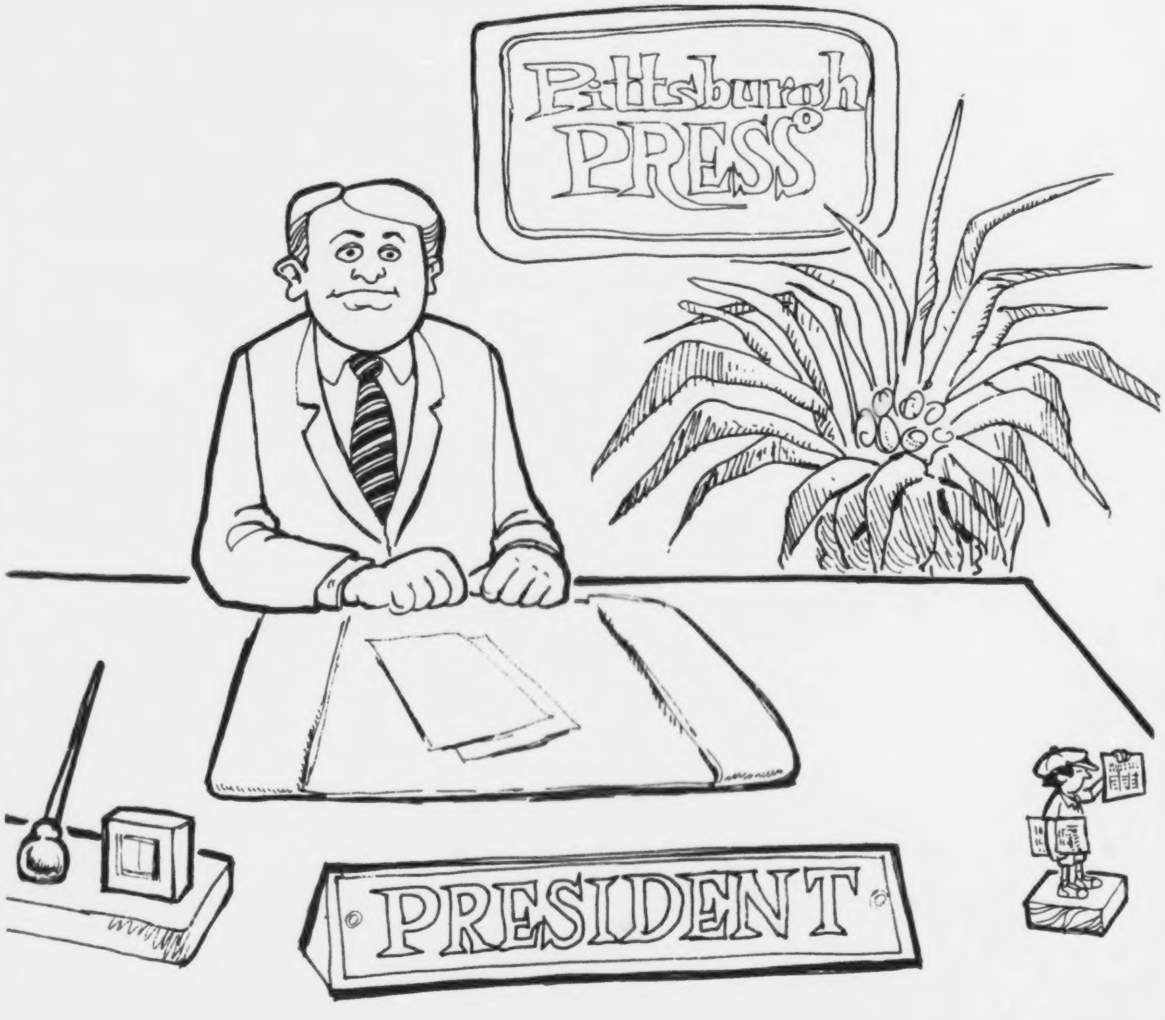
ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS



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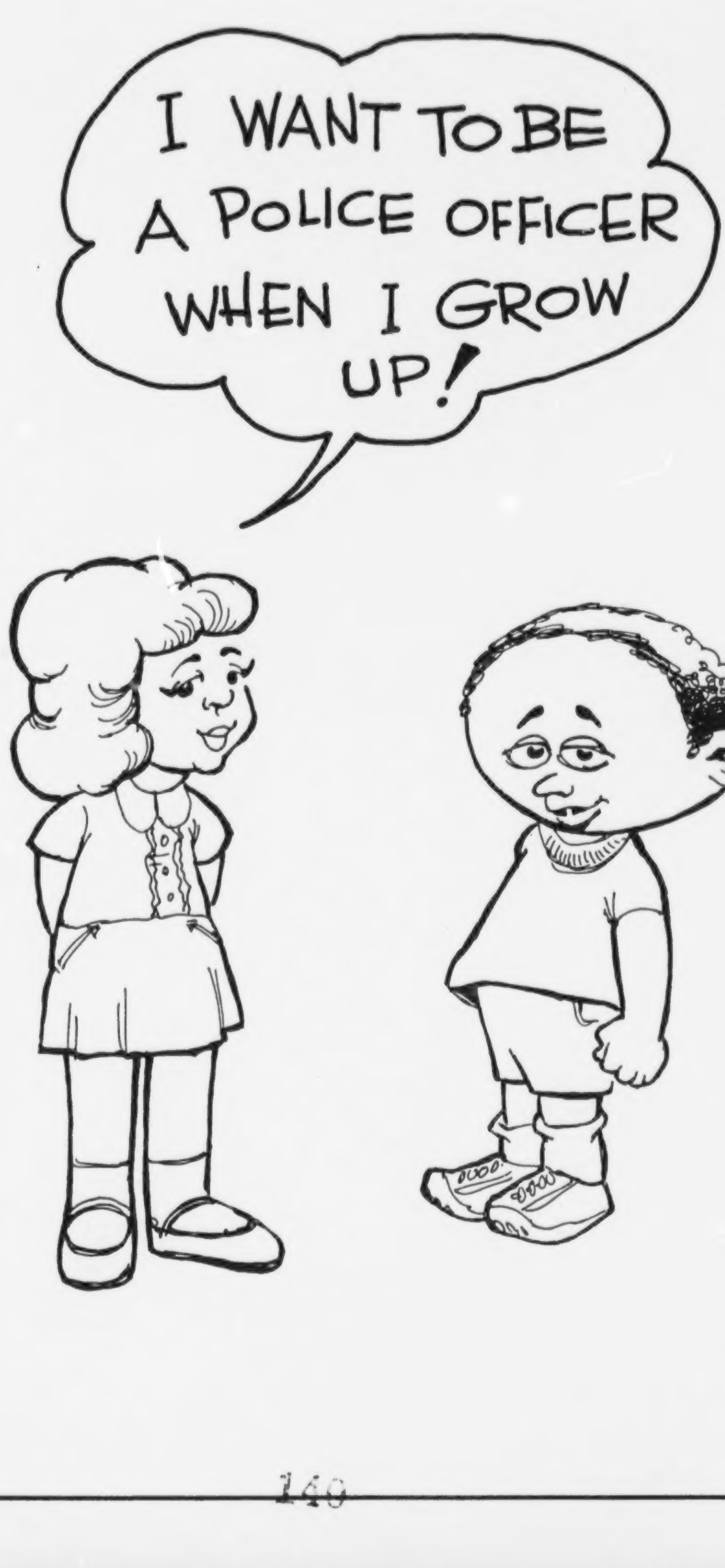
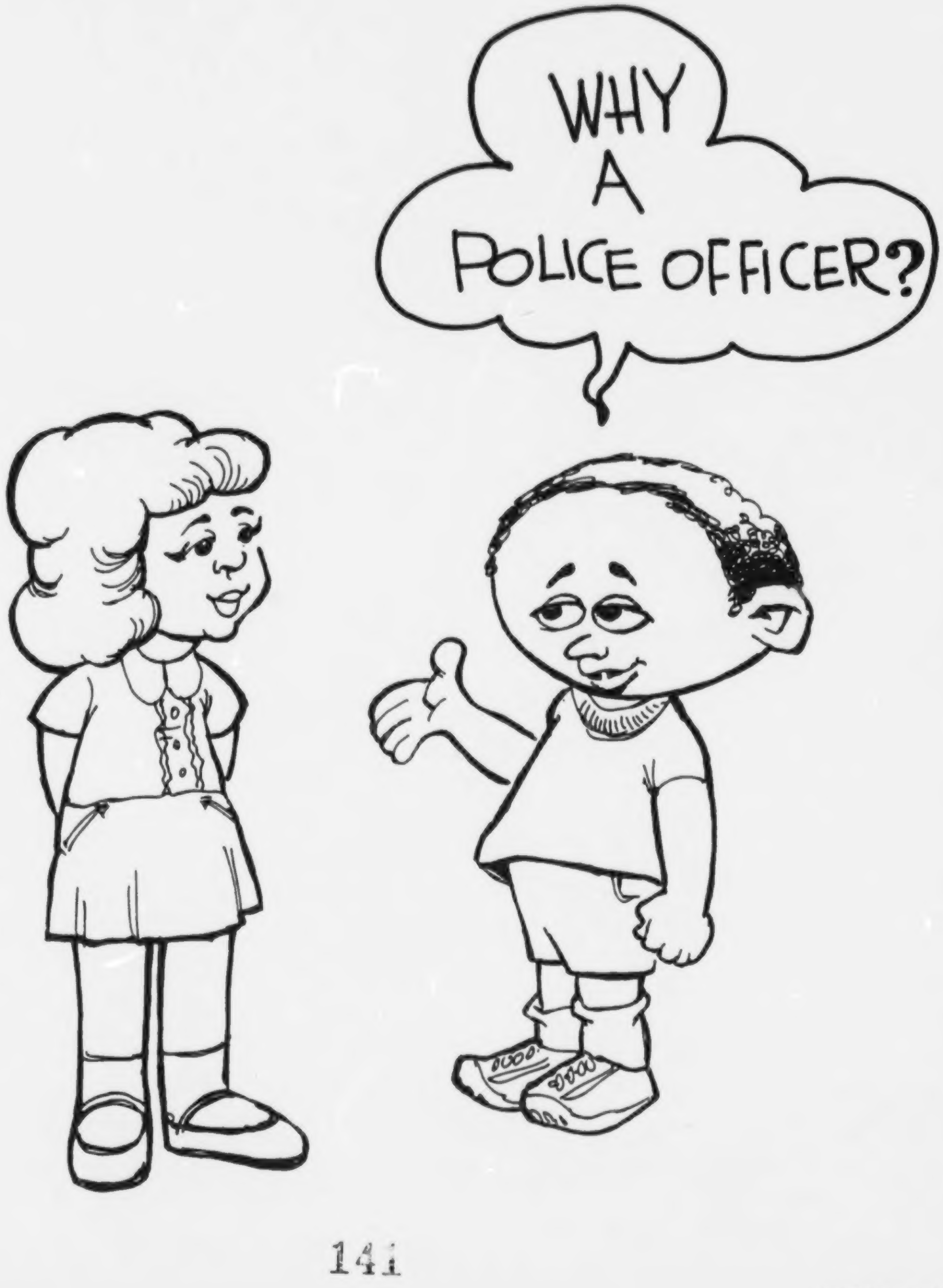
CAREER DECISION MAKING SHOULD BE MADE ONLY AFTER MUCH THOUGHT

I'VE MADE A DECISION!
WHAT?


I WANT TO BE A POLICE OFFICER WHEN I GROW UP!


WHY A POLICE OFFICER?

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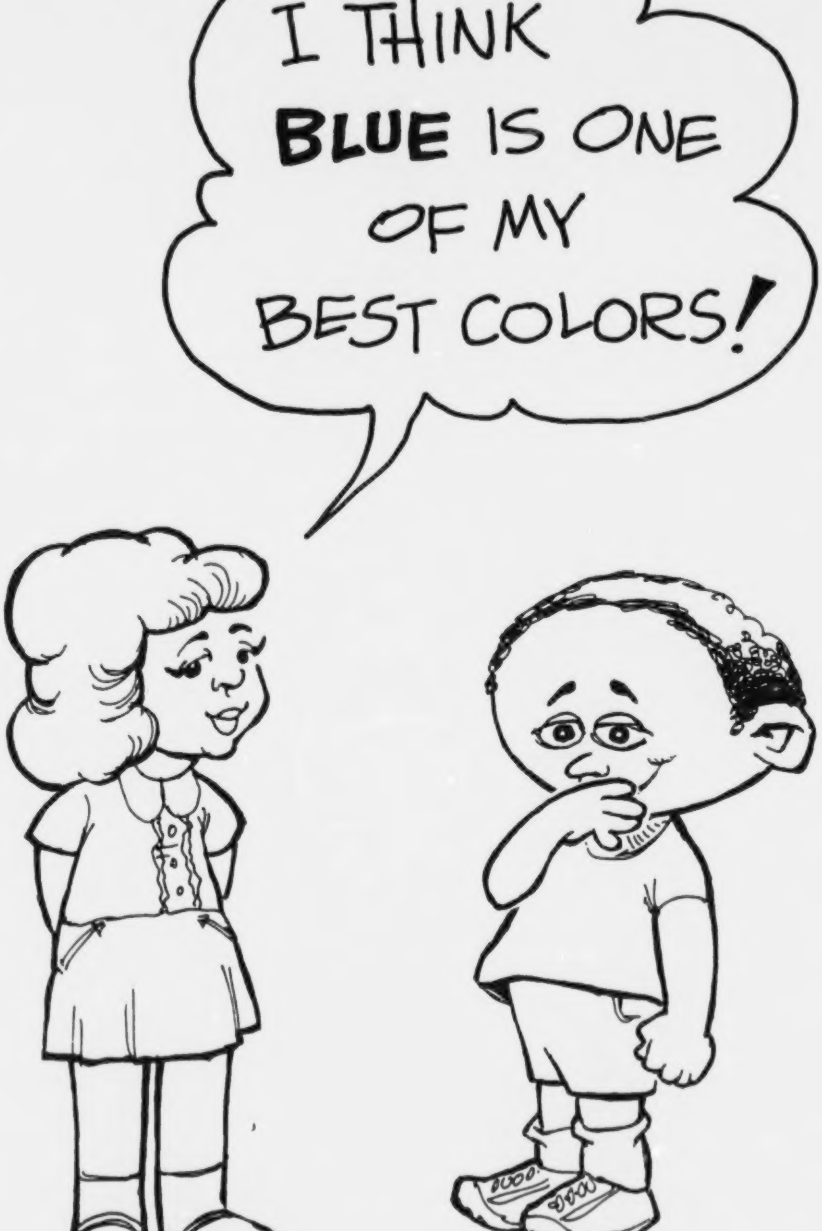

I THINK **BLUE** IS ONE OF MY BEST COLORS!

MAKING CAREER PLANS

ACTIVITY SHEET 2--SURVEY OF CAREER CHOICE: ACCIDENT OR PLANNED?

Directions:

1. Ask your parents, teachers, neighbors, relatives, etc., the following questions. Ask as many individuals as possible.
2. Tally the answers.
3. Share your information with the class.

	TOTAL	
	Yes	No
1. Did you plan the career you have now?		
2. Are you happy with the career you have?		
3. Is there another career you would like to have?		
4. If you could change careers at this point in your life, would you?		
5. Would you have liked help in making career decisions when you were younger?		

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 3--SURVEY OF CAREER MOVES

Directions:

1. Ask your parents, teachers, neighbors, relatives, etc., the following questions.
2. Share your information with the class.

(**NOTE:** You should interview at least five different people.)

INTERVIEWEES' NAMES	How many times have you changed jobs?	What was the main reason for changing jobs?	Are you happy with the career you now have?	Did you receive any help in making your career decisions?	Would you have taken a course that taught you career decision-making steps, if it were offered?

UNIT IV

MAKING CAREER PLANS

INFORMATION SHEET 3--CAREER DECISION-MAKING STEPS

I. Know Yourself

  A. Your interests

  B. Your strengths and weaknesses

    1. Your abilities

    2. Your aptitudes

    3. Your ability to cope with change

    4. Your leadership traits

  C. The lifestyle you wish to have

  D. Your physical characteristics

  EXAMPLE: Do you have a physical disability that would make it difficult for you to do specific tasks required of a career?

  E. Your personality characteristics

    1. Do you get along with most people?

    2. Do you have a hard time holding your temper?

  F. Ask yourself what you want out of work

    1. The amount of money you wish to make

    2. Whether prestige is important to you

    3. Whether job security is important to you

    4. The amount of leisure time you wish to have

    5. The type of working conditions

II. List All the Careers You Think You Would Like to Have

(NOTE: Do not reject any careers at this point.)

III. Gather Occupational and Labor Market Information Concerning Careers That Interest You

A. What are the educational requirements?

B. What are the training requirements?

C. What are the abilities and/or aptitudes required?

D. What are the physical requirements?

E. What are the personality requirements?

F. What are the working hours?

G. What is the salary range?

H. Is it a prestigious career?

I. What is the outlook for the career?

IV. Match What You Know About Yourself to the Information You Gathered About the Careers

V. Choose the Career That Best Matches What You Know About Yourself and Act on Your Decision

A. Set goals for reaching your career.

B. Make plans for reaching your goals.

C. Plan experiences that would help you determine if you made the right decision.

EXAMPLE: Shadowing, part-time employment, reading job-related publications, etc.

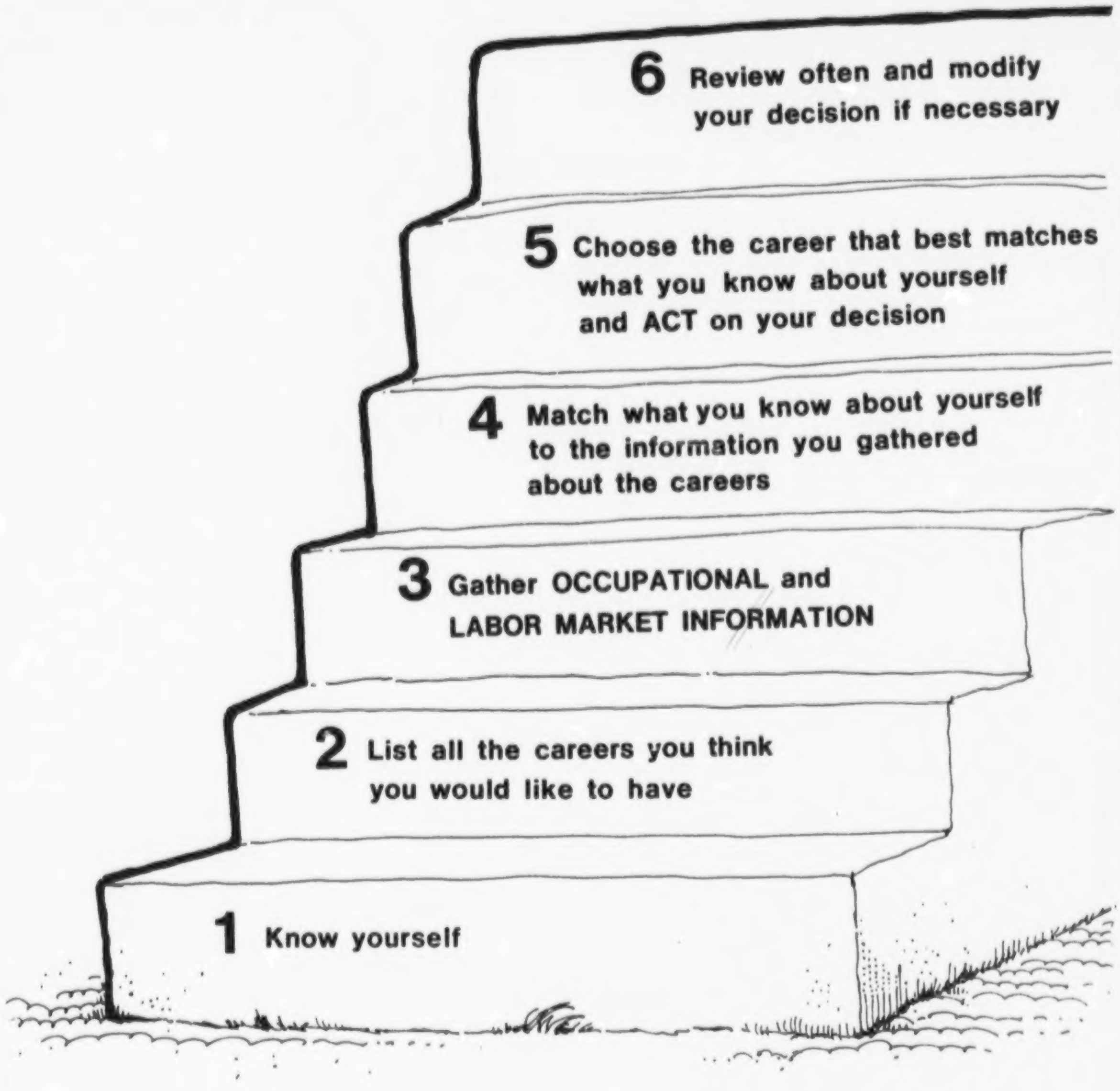
VI. Review Often and Modify Your Decision if Necessary

A. As you experience new things, your interests may change.

B. Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.

C. Those things important to you in a career could change as you grow older.

STEPS TO CAREER DECISION MAKING



6 Review often and modify your decision if necessary

5 Choose the career that best matches what you know about yourself and ACT on your decision

4 Match what you know about yourself to the information you gathered about the careers

3 Gather OCCUPATIONAL and LABOR MARKET INFORMATION

2 List all the careers you think you would like to have

1 Know yourself

CAN WE MAKE IT?
NOT BY SITTING HERE. LET'S GO!

EPIG TM-7

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 4--FACTS ABOUT YOURSELF

Directions: List those things you know about yourself in the appropriate columns.

FACTS ABOUT YOURSELF

Interests	Abilities	Aptitudes	Lifestyle Needs	Other facts about yourself that would affect career choice

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 5--LISTING POSSIBLE CAREERS

Directions: You've been investigating many career opportunities while taking this course. List 30 careers that you would be interested in pursuing.

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 6---CLUSTERING CAREERS

Directions: The purpose of this activity is to give you insight into the career decision-making process. For example, if you listed two or more careers in Activity Sheet 5 that are within the same cluster, it could mean you will have an interest in other careers within the same cluster. In addition, listing careers within the same cluster can give you an idea of job-entry requirements.

1. If you had two or more careers that could be classified in the same cluster, use that cluster as a basis for listing eight other careers within the cluster and then rank them in order of preference.

2. If you did not list two careers within the same cluster, pick the career you listed that you would most like to pursue, find out in which cluster it would be classified, and then list nine additional careers within the cluster and rank them as instructed above.

CAREERS	RANKING
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

3. Name the career cluster here. ____________________

4. Follow the directions listed above to determine your second career cluster choice.

CAREERS	**RANKING**
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

5. Name your second career cluster choice.

MAKING CAREER PLANS

ACTIVITY SHEET 7---RESEARCHING CAREERS

Directions: List the top five careers from Activity Sheet 6 in the top columns, then fill in the information about the careers using available resources.

Careers					
Outlook					
Salary Range					
Education/Training Requirements					
Personal/Physical Requirements					
Working Conditions and Hours					
Rewards of Career					

MAKING CAREER PLANS

ACTIVITY SHEET 8--MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF

Directions: You are now getting to a very important step in the career decision-making process. You must now match the information you gathered about the careers you would like to pursue to the information about yourself. To complete the chart, first list the five careers you are interested in and then answer the questions.

Career					
Do I Possess the Intelligence and Motivation to Pursue the Education/Training Required?					
Do I Possess the Physical Requirements?					
Do I Possess the Personal Requirements?					
Will the Salary Suit My Future Lifestyle?					
Will the Working Conditions Suit My Desires?					
Is the Outlook Ranked from Good-Excellent?					

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 9--NARROWING YOUR PROSPECTS DOWN TO TWO CLUSTERS

Directions: Using the information you gained in Activity Sheet 8--Matching Careers to What You Know About Yourself:

1. Choose the two career clusters you feel contain the most careers that match what you know about yourself. Write these career cluster titles in the columns on the chart.

2. For each of the ten questions, place a check mark under the career cluster that rates the highest.

		CAREERS	
1.	Which career cluster best fits my ability level?		
2.	Which career cluster best fits my aptitudes?		
3.	Which career cluster has the education/training requirements that I would most likely be successful in?		
4.	Which career cluster has the education/training requirements that I most likely will be able to afford?		
5.	Which career cluster am I most interested in?		
6.	Which career cluster comes closest to allowing me to lead the lifestyle I wish?		
7.	Which career cluster will provide me with the income level I most desire?		
8.	Which career cluster has the best outlook?		
9.	Which career cluster comes closest to providing me with the type of working conditions I desire?		
10.	In which career cluster do I feel I will be happiest?		

UNIT IV

MAKING CAREER PLANS

ACTIVITY SHEET 10--CHOOSING A CAREER CLUSTER AND SETTING GOALS

Directions: Whew! You are now at the most important step in the career decision-making process. Remember, choosing a career cluster at this point in your life does not mean you have to stick to it forever!

1. State the career cluster that contained the most careers you would like to pursue here.

____

2. The career cluster containing the second highest number of careers that I am interested in pursuing is:

____

3. Describe five short-range goals that will assist you in acquiring a career classified in your #1 career cluster.

   a.

   b.

   c.

   d.

   e.

MAKING CAREER PLANS

ACTIVITY SHEET 11--A GUIDE FOR EVALUATING CAREER DECISIONS

Directions: One of the important things to remember about the career decision-making process is that both you and the world of work are most likely to change a great deal. That means that the decision you make now may not always be the one you want, nor the one that best makes use of your talents. The following checklist may be used at any point in your life when you want to make sure that your career decision is still

#1

Answer the following statements by checking the "yes" column if you agree with the statement or the "no" column if you do not agree with the statement or if it does not apply to you.

		Yes	No
1.	I've been thinking about other careers a lot lately.		
2.	I will no longer be able to pursue the education/training needed to have the career I want.		
3.	The outlook for the career cluster I chose is no longer good.		
4.	I have experienced new things that have caused my interests to sway to another direction.		
5.	Something has happened in my life that could influence my chances for having the career I want. (Example: family, money, etc.)		
6.	Those things that were important to me when I made my decision are no longer important. (Example: prestige, salary amounts, etc.)		
7.	The career cluster I chose has changed a great deal since I made my decision; I'm afraid that I will not like it as well.		
8.	I am no longer happy with my choice.		

9. Friends, relatives, teachers, etc., have told me that my choice was not a good one.		
10. If I checked "yes" to most of the above statements, is it cause for me to change my career choice?		

If so, you may want to go through the career decision-making process again.

UNIT IV

MAKING CAREER PLANS

UNIT TEST--PART 1

Directions: Match the following terms with their definitions by placing the correct letter in the blank at the left.

_______1. Disability

_______2. Motivation

_______3. Personal requirements

_______4. Physical requirements

_______5. Shadowing

a. those things needed in a career, such as ability to get along well with others, an even temperament, ambition, appearance, emotional stability, etc.

b. a strong desire, feeling, etc., that makes you want to do something

c. the process of observing a worker at the work site to determine the actual job tasks performed

d. the condition of not being able or fit to do something

e. those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.

MAKING CAREER PLANS

UNIT TEST--PART 2

Directions: Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_______ 1. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.

_______ 2. Most careers do not require education and/or training after high school.

_______ 3. Most educational and/or training programs require students to complete certain courses in high school before enrolling.

_______ 4. Setting career goals, now, can help you choose courses in high school that will help prepare you for your future.

_______ 5. Once you make a career decision you never have to do it again.

_______ 6. Everyone has a career that is perfect for him/her.

_______ 7. Change in both you and the world of work is certain.

_______ 8. Most people could be successful and happy in a number of different careers.

_______ 9. Career decisions may become unrealistic because of change in the job market.

_______10. Career decisions may become unrealistic because outside forces such as marriage and family may prevent you from pursuing the career you wish.

UNIT IV

MAKING CAREER PLANS

UNIT TEST--PART 3

A. Rank the following steps in the order that they need to be done in the career decision-making process.

_______a. List all the careers you have thought you would like to have.

_______b. Gather occupational and labor market information concerning careers that interest you.

_______c. Know yourself.

_______d. Review often and modify your decision if necessary.

_______e. Match what you know about yourself to the information you gathered about the careers.

_______f. Choose the career that best matches what you know about yourself and act on your decision.

B. Fill in the blanks by using the words listed below to complete the following statements.

plans
remain the same
change
best
goals
act

1. You should set ____________________ for reaching your career.

2. Those things important to you in a career could ____________________ as you grow older.

3. Choose the career that ____________________ matches what you know about yourself and ____________________ on your decision.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT OBJECTIVE

After completing this unit, the student will be able to describe the differences among the general, academic, and academic with honors high school programs of study. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with exploring the high school curriculum.
2. Identify reasons for knowing what courses are available in his/her high school.
3. Identify the three types of programs in high school.
4. Compare the characteristics of the different types of programs.
5. Identify sources to use for locating information on courses available in his/her high school.
6. Through the use of a class visit from a person from the high school, identify courses offered in her/his high school.
7. Understand the importance of choosing electives that will prepare him/her for further education and/or training and her/his future career.
8. Identify reasons why some courses have prerequisites.
9. Identify courses in his/her high school that have prerequisites.
10. Research his/her local high school curriculum to determine courses that are related to his/her career choice.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

NOTES TO THE INSTRUCTOR

I. Objective Sheet

- A. Discuss the unit objective with the students.
- B. Discuss each specific objective.
- C. Have the students complete the objectives in a sequence best suited to your local teaching situation.
- D. Add any objectives necessary to meet fully the needs of the students.

II. Information and Activity Sheets

- A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**
  1. Discuss the terms and definitions.
  2. Have the students complete **ACTIVITY SHEET 1--WORD FIND** to reinforce this area of instruction.
- B. **INFORMATION SHEET 2--LEARNING ABOUT HIGH SCHOOL REQUIREMENTS**
  1. Discuss the information contained in the Information Sheet.

     (NOTE: Because of the complexity of the state's graduation requirements, you should solicit the assistance of the counselor in presenting the information.)
  2. In addition, the school counselor should be contacted to explain the changes in state and local graduation requirements that may have occurred since the printing of this publication.
  3. Use **TM-1--YOU WILL SOON HAVE TO MAKE A TENTATIVE FOUR-YEAR SCHEDULE** to reinforce the importance of learning about high school requirements.
  4. Stress the differences among the three programs of study.
  5. Use **TM-2--THREE TYPES OF PROGRAMS IN HIGH SCHOOL** to reinforce the identification of the three programs of study in high school.
  6. **TM-3--COMPARISON OF PROGRAMS OF STUDY** provides a visual reinforcement of the differences in the types of programs.

7. **ACTIVITY SHEET 2--HELPING GRUMBY'S STUDENTS PLAN FOR HIGH SCHOOL** will help students to identify reasons for the importance of planning for high school and will allow the students to apply information concerning programs of study and graduation requirements to "real-life" situations.

   a. Students may use **INFORMATION SHEET 2--LEARNING ABOUT HIGH SCHOOL REQUIREMENTS** in this activity.

   b. Provide needed supplies requested by students.

   c. Two methods of presentation may be used in this activity.

      (1) You may read the information from the Activity Sheet; inform them that you just received the letter.

      (2) You may copy the activity and give to each student.

   d. You may prepare a thank-you letter from Mr. Grimshaw expressing appreciation for the students' help; this would further enforce the realism of this activity for the students.

C. **INFORMATION SHEET 3--LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL**

1. If possible, secure high school handbooks for all students.

2. Arrange for students to visit the high school prior to enrolling so that they can become accustomed to the change and have an opportunity to ask questions.

3. Use **TM-4--HOW TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL** to reinforce this area of instruction.

4. Reinforce the fact that even though many courses are required, there are still electives that must be chosen.

5. Use **TM-5--NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES** to reinforce this point.

6. Reinforce the fact that several specific courses can satisfy the requirements of a required course.

7. Stress to the students that their school district may not offer all the courses which may be selected to satisfy the required courses; therefore, they need to know the courses available in your high school.

8. Emphasize the importance of knowing whether a course has a prerequisite and what the prerequisite is.

9. Use **TM-6--MANY COURSES HAVE PREREQUISITES** to reinforce this point.

10. **ACTIVITY SHEET 3--DISCOVERING HIGH SCHOOL PROGRAMS** will aid the students in understanding your high school's course offerings.

    a. Arrange for one or several of the resource persons listed below to speak to the class.

        (1) Academic counselor

        (2) High school principal

        (3) High school teachers

        (4) Vocational counselor

    b. Students presently in high school can often provide a motivating presentation to students entering high school. Various student organizations could be grouped to provide a presentation. Examples are:

        (1) Student Council

        (2) National Honor Society

        (3) Vocational youth organizations

        (4) Key Club

11. **ACTIVITY SHEET 4--PREREQUISITES CAN MAKE A DIFFERENCE!** will help students understand the meaning of the term *prerequisite*.

    (NOTE: This activity is also an excellent source for "laying out" what courses to take in high school and in what order they must be completed.)

12. **ACTIVITY SHEET 5--RESEARCHING HIGH SCHOOL CURRICULUM** will give students an opportunity to identify courses that will prepare them for future education and/or training and eventually for their future careers.

    a. Provide resources for students to use in preparing the brochures.

    b. Provide scissors, glue, felt-tipped pens, etc., needed to decorate the brochures.

    c. Allow students to view all completed brochures.

III. Answers to Activity Sheets

    A. Some Activity Sheet answers will vary and should be graded individually.

    B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts.

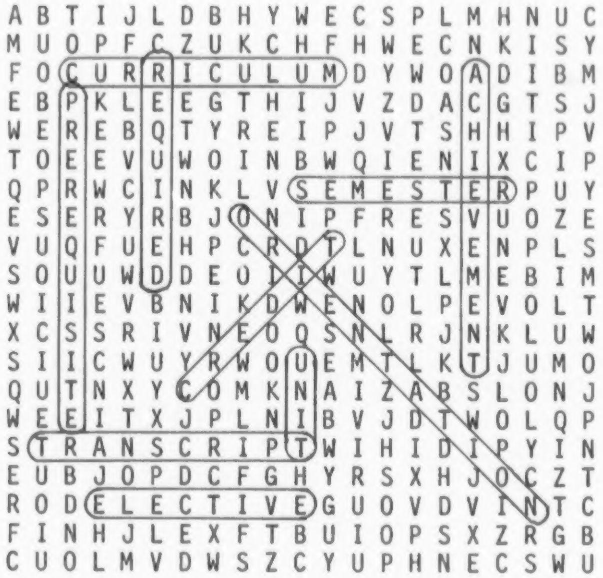
VI. Reference

State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts. Texas Education Agency, 201 East Eleventh Street, Austin, Texas, 78701.

EXPLORING THE HIGH SCHOOL CURRICULUM

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



```
A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O I I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O Q S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U
```

1. curriculum
2. elective
3. required
4. credit
5. achievement
6. orientation
7. prerequisite
8. semester
9. unit
10. transcript

ACTIVITY SHEET 2

Grading should be based on accuracy of information presented and creativity.

ACTIVITY SHEETS 3-5

Evaluated to the satisfaction of the instructor.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ANSWERS TO UNIT TEST

PART 1

1.	a
2.	a
3.	b
4.	b
5.	b
6.	b
7.	c
8.	d
9.	d
10.	c

PART 2

1.	T
2.	T
3.	F
4.	T
5.	F
6.	T
7.	T
8.	T
9.	F
10.	T

PART 3

A. 1. ✓
2. ✓
3.
4. ✓
5. ✓

B. 1. seven
2. three
3. different
4. prerequisites
5. education/training; career

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Achievement record--a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements

2. Credit--official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn one-half credit

3. Curriculum--the course or plan of study in a school

4. Freshman orientation--the act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting

   (NOTE: A review of requirements, policies, etc., is usually given at freshman orientation.)

5. Elective courses--those courses that you choose to take

6. Prerequisite--something that is needed before something else can happen or be done

   EXAMPLE: Before taking Algebra II, you must take Algebra I.

7. Required courses--those courses that must be taken to meet your school district's or the state's requirements for graduation

8. Semester--either of the two periods or terms of time that usually make up a school year

9. Transcript--a copy of your record in school showing the grades you received in your courses; required for admission to most colleges and universities

10. Unit--means the same as credit; one unit is equal to one credit

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 1–WORD FIND

Directions: Using the following terms, first complete the sentence and then locate the term in the word find.

Achievement
Curriculum
Elective
Required
Transcript
Credit
Orientation
Prerequisite
Semester
Unit

```
A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O I I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O Q S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U
```

1. The course or plan of study in school is ______________________.

2. ______________________ courses are those courses that you choose to take.

3. Those courses that must be taken to meet your school district's or the state's requirements for graduation are ______________________courses.

4. The official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn you one-half ______________________.

5. A(n) ______________________ record is a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements.

6. The act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting is freshman ______________________.

7. A ______________________ is something that is needed before something else can happen or be done.

8. Either of the two periods or terms of time that usually make up a school year is called a ______________________.

9. ______________________ means the same thing as a credit.

10. A copy of your record in school showing the grades you received in your courses is called a ______________________.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 2--LEARNING ABOUT HIGH SCHOOL REQUIREMENTS

I. Why You Need to Know What Courses Are Available in High School

  A. You will soon have to make a tentative four-year schedule for high school.

    1. You need to know what courses are required for graduation.

    2. You need to know the required courses and electives available in your high school.

  B. You need to choose courses that will help to prepare you for:

    1. A career

    2. Further education and/or training

II. The Three Types of High School Programs in Texas

  A. General

    1. Requires 21 credits for graduation

    2. Courses that must be completed for graduation

      a. English language arts--four units

        (1) English I, II, III, or Correlated Language Arts I, II, III

        (2) The fourth unit of English may be satisfied by English IV, English IV (academic), Correlated Language Arts IV, Introduction to Speech Communication Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communications, Debate, Journalism, or concurrent enrollment in a college English course.

      b. Mathematics--three units (if Algebra I has been satisfactorily completed in grade seven or eight, the student shall complete three additional units of mathematics in grades 9-12).

      c. Science--two units

      d. Social studies--two and one-half units

        (1) World history studies or world geography studies--one unit

        (2) United States history--one unit

        (3) United States government--one-half unit

e. Economics, with emphasis on the free enterprise system and its benefits--one-half unit

f. Physical education--one and one-half units

(1) The school district board of trustees may allow students to substitute certain physical activities for the one and one-half required units of physical education. Such substitutions shall be based upon the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and two- or three-hour block vocational gainful employment units. To be eligible to substitute the listed physical activities, except athletics, for physical education, students shall achieve an acceptable score on the Texas Physical Fitness-Motor Ability Test provided by the Governor's Commission on Physical Fitness or the Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test. The minimum score shall be established by the Commissioner of Education and shall require students to demonstrate a level of physical fitness appropriate to their age and grade.

(2) Students may earn no more than two units of credit in physical education toward state graduation requirements.

(3) Districts shall classify students for physical education on the basis of health into one of the following:

(a) Unrestricted--not limited in activities

(b) Restricted--excludes the more vigorous activities

1) Permanent. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.

2) Temporary. Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in the State of Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

(c) Adapted and remedial--specific activities prescribed or prohibited for students so classified as directed by a member of the healing arts licensed to practice in the State of Texas.

g. Health education--one-half unit

h. Electives--seven units. All electives shall be selected from the list of State Board of Education approved courses, grades 9-12.

3. A seal will be attached to your academic achievement record or transcript showing that you have completed the general high school program.

B. Advanced high school program

1. Requires 22 credits for graduation

2. You will receive the same type of diploma as the one given for graduation through the general high school program.

3. Your high school transcript, rather than your diploma, will list your accomplishments, achievements, and courses completed.

4. A seal will be attached to your transcript showing that you have completed the advanced high school program.

5. The courses that must be completed for an advanced high school program are:

a. English language arts--four units. English I, II, III, and IV (academic). Journalism, Creative/Imaginative Writing, Debate, and Introduction to Speech Communication may substitute for English IV (academic).

b. Mathematics--three units. Algebra I (if Algebra I has been satisfactorily completed in grade seven or eight, the student shall complete three additional units of mathematics in grades 9-12), Algebra II, Geometry, Pre-Calculus (Trigonometry and either Elementary Analysis or Analytic Geometry may be taken in lieu of Pre-Calculus), Computer Mathematics I and II, Probability and Statistics, Calculus Number Theory, Linear Algebra, Linear Programming, History of Mathematics, and Survey of Mathematics.

c. Science--three units selected from Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management, or Physiology and Anatomy.

d. Other languages--two units from the same language

e. Social studies--two and one-half units as follows:

  (1) World history studies or world geography studies--one unit;

  (2) United States history--one unit; and

  (3) United States government--one-half unit

f. Economics, with emphasis on the free enterprise system and its benefits--one-half unit

g. Physical education--one and one-half units

  (1) The school district board of trustees may allow students to substitute certain physical activities for the one and one-half required units of physical education. Such substitutions shall be based upon the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Reserve Officer Training Corps (ROTC); athletics; Dance I-IV; and two- or three-hour block vocational gainful employment units. To be eligible to substitute the listed physical activities, except athletics, for physical education, students shall achieve an acceptable score on the Texas Physical Fitness-Motor Ability Test provided by the Governor's Commission on Physical Fitness or the Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test. The minimum score shall be established by the Commissioner of Education and shall require students to demonstrate a level of physical fitness appropriate to their age and grade.

  (2) Students may earn no more than two units of credit in physical education toward state graduation requirements.

h. Health education--one-half unit

i. Computer science--one unit selected from:

  (1) Computer Mathematics I or II;

  (2) Business Data Processing and Introduction to Computer Programming;

  (3) Vocational Data Processing;

  (4) Vocational Computer Programming;

(5) Business or Vocational Word Processing; and

(6) Computer Science I or II.

j. Fine Arts--one unit to be selected from the list of State Board of Education approved courses

k. Electives--three units. All electives shall be selected from the list of State Board of Education approved courses, grades 9-12.

C. Advanced high school program with honors

1. Requires 22 credits for graduation

2. Your transcript will reflect that you have completed honors courses.

3. Your transcript will have a seal attached that will reflect that you have completed the advanced high school program with honors.

THE STATE OF TEXAS
ADVANCED HIGH SCHOOL HONORS PROGRAM

4. The courses that are considered as honors level will be determined by your high school.

5. The courses will include a wider range and greater depth of subject matter than that of the regular courses.

(NOTE: In addition to the state's requirements, your high school may have additional requirements.)

YOU WILL SOON HAVE TO MAKE A TENTATIVE FOUR-YEAR SCHEDULE FOR HIGH SCHOOL

1 You need to know what courses are REQUIRED for graduation

2 You need to know what ELECTIVES are available in your high school

EPIG TM-1

THREE TYPES OF PROGRAMS IN HIGH SCHOOL

- General
- Academic
- Academic with Honors

COMPARISON OF PROGRAMS OF STUDY

Graduation Requirements (Grades 9-12)

Course Areas	**Regular High School Program Units**	**Advanced High School Program Units**
English/Language Arts	4	4
Mathematics	3	3
Science	2	3
Other Language	-	2
Social Studies	2½	2½
Economics	½	½
Physical Education	1½	1½
Health	½	½
Computer Science	-	1
Fine Arts	-	1
Electives	7	3
	21 Credits	22 Credits

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 2--HELPING GRUMBY'S STUDENTS PLAN FOR HIGH SCHOOL

Directions: Grumby is a very small town--so small that there are only ten students who will graduate in 1995 from Grumby High School. Mr. Grimshaw, Grumby High School principal, needs all the help he can get. He and the teachers of Grumby High School have tried and tried to explain the importance of planning for high school and the new graduation requirements to these ten students--with no luck. Mr. Grimshaw feels that if students from across the state could express their views to these students, maybe, just maybe, it would finally sink in. Mr. Grimshaw is not picky. He will take your help in any way. Mr. Grimshaw provided a list of ways you could help. You choose the way that you feel will best explain the high school graduation requirements to these students.

AREAS TO COVER

Grumby High School students need to know:

1. Why planning their high school programs is important.
2. The three programs of study.
3. The number of credits required for each program of study.
4. The definition of the terms *credit* and *unit*.
5. The major differences among the three programs of study.

WAYS YOU CAN PROVIDE THE ABOVE INFORMATION

1. A tape recording
2. A letter to the 1995 graduating class of Grumby High School
3. A handbook (illustrated of course--Grumby's students are a little slow)

Remember: **Explain the information in such a way that even Grumby High School students will understand.**

EXPLORING THE HIGH SCHOOL CURRICULUM

INFORMATION SHEET 3--LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL

I. How to Find What Courses Are Available to You in Your High School

- A. Determine if your high school has a handbook with a listing of the courses offered and an explanation of what is covered in the courses.

- B. Talk to your school counselor to discover the courses available to you in your high school.

- C. Talk to the high school teachers to determine what is taught in their classes.

- D. Determine if your high school has a freshman orientation--if so, attend!

- E. Talk to students in the high school; they can often tell you what is taught in the classes and whether they feel it is worthwhile to take the courses.

II. If So Many Courses Are Required, Why Worry About What Courses to Take?

- A. If you choose the general high school program, you will have seven electives you must select.

- B. If you choose the advanced high school program, you will have three electives you must select.

- C. The electives you choose should help prepare you for:

    1. Further education and/or training.

    2. Your future career.

- D. You have several different courses from which to choose to satisfy a required course such as English, math, and science.

    EXAMPLE: The three units of science required for the high school program can be selected from Physical Science, Biology I, Biology II, Chemistry I, Chemistry II, Physics I, Physics II, Geology, Meteorology, Astronomy, Marine Science, Environmental Science, Laboratory Management, or Physiology and Anatomy.

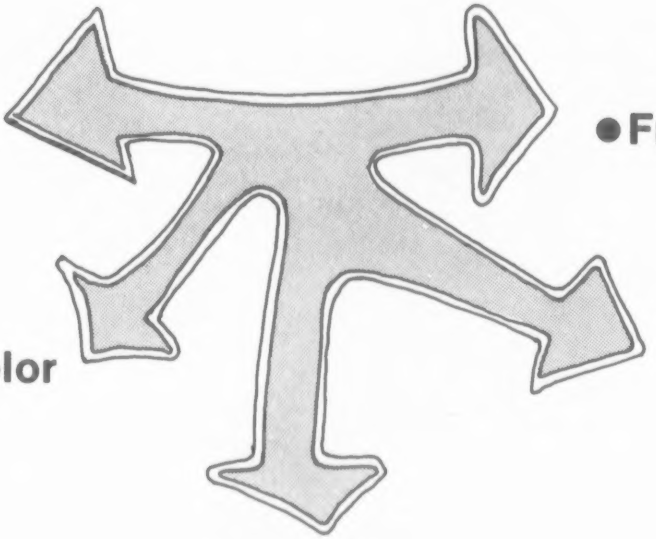
- E. Most school districts cannot offer all of the courses that can be used to fulfill this requirement; therefore, you need to know what courses are available in your high school.

- F. Many courses have prerequisites.

    EXAMPLE: You must have completed a course in typing prior to taking a course in word processing.

1. Prerequisites are necessary so that you can have background information and knowledge before entering the course.
2. Prerequisites save time donated to instruction of subject matter that could have been given earlier in the school curriculum.
3. Prerequisites allow instruction to be devoted to more important information.

HOW TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL



- **Handbook**
- **Freshman Orientation**
- **Counselor**
- **Students**
- **Teachers**

EPIG TM-4

NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES

- **GENERAL PROGRAM - 7 Electives**
- **ACADEMIC PROGRAM - 3 Electives**

MANY COURSES HAVE PREREQUISITES

BEFORE YOU CAN TAKE TRIGONOMETRY YOU WILL NEED ALGEBRA...

EPIG TM-6

BEST COPY AVAILABLE

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 3--DISCOVERING HIGH SCHOOL PROGRAMS

Directions: Several individuals in your high school can provide valuable information concerning the courses available in your high school. Through presentations and follow-up questioning, you can gain information about high school activities and programs. Below is a list of questions that would help you in learning more about high school programs.

1. What courses are offered to satisfy the required courses for graduation?

2. What electives are available in the high school?

3. Are there any requirements above what is required by the state?

4. Can you tell me what is covered in (name of a course you are interested in)?

5. What organizations can I join and what are their purposes?

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 4--PREREQUISITES CAN MAKE A DIFFERENCE!

Directions: Some courses require that you have certain knowledge or skills prior to enrolling in them. These courses, therefore, have **prerequisites**. Using resources available to you, such as a high school handbook, resource persons, etc., determine those courses having prerequisites.

(NOTE: If your school district has several, list only those courses you are interested in taking.)

1. In the first column, identify the course name that has a prerequisite.
2. In the second column, identify the prerequisite.

Course	**Prerequisite**

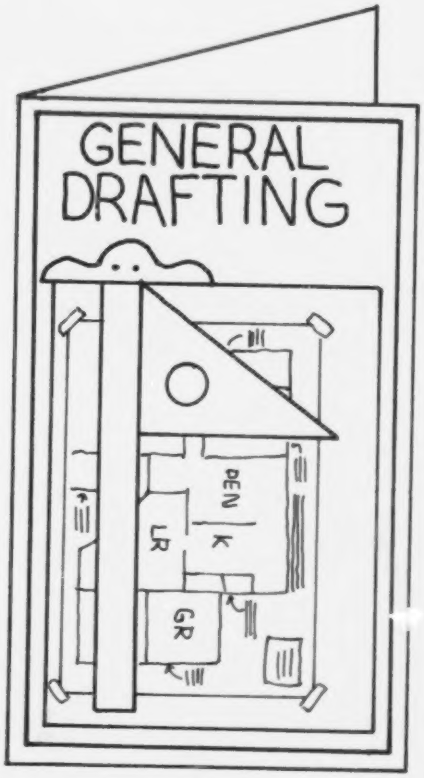
EXPLORING THE HIGH SCHOOL CURRICULUM

ACTIVITY SHEET 5--RESEARCHING HIGH SCHOOL CURRICULUM

Directions: Using resource materials related to high school courses, design a brochure that will "sell" other students on a course in your high school. The brochure should include at least the following information:

1. Name of the class or course
2. Description of the course
3. Type of training received (if a vocational course)
4. Prerequisites and requirements
5. Listing of education/training or career in which the course would be of benefit.

Be sure to use your imagination in decorating your brochures!



UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 1

Directions: Answer the following questions by circling the letter beside the correct answer.

1. A listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments and achievements is a(an):

   a. achievement record.
   b. credit.
   c. curriculum.
   d. diploma.

2. The course or plan of study in a school is a:

   a. curriculum.
   b. freshman orientation.
   c. semester.
   d. unit.

3. The act performed, or event held, to make a student entering the ninth grade in high school familiar with the high school setting is often called:

   a. elective courses.
   b. freshman orientation.
   c. prerequisite.
   d. semester.

4. Official recognition in a record; successful completion of a course (grade of 70 or above) during a semester will earn you one-half:

   a. credit.
   b. credit or unit.
   c. curriculum.
   d. transcript.

5. Those courses you choose to take are:

   a. credits.
   b. elective courses.
   c. required courses.
   d. semesters.

6. Something that is needed before something else can happen or be done is a(an):

   a. credit.
   b. prerequisite.
   c. transcript.
   d. unit.

7. Those courses that must be taken to meet your school district's or state's requirements for graduation are:

   a. credits.
   b. elective courses.
   c. required courses.
   d. units.

8. This word means the same as the word credit:

   a. curriculum
   b. semester
   c. transcript
   d. unit

9. A copy of your record in school showing the grades you received in your courses; required for admission into most colleges and universities is a(an):

   a. achievement record.
   b. diploma.
   c. required course.
   d. transcript.

10. Either of the two periods or terms of time that usually make up a school year is known as a:

   a. credit.
   b. quarter.
   c. semester.
   d. term.

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 2

Directions: Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. One reason you need to know what courses are available to you in high school is that you will soon have to make a tentative four-year high school schedule.

_____ 2. The three types of high school programs are: general, academic, and academic with honors.

_____ 3. Your diploma will list your accomplishments, achievements, and courses completed.

_____ 4. You must complete 21 credits for graduation through the general high school program.

_____ 5. The advanced high school program requires you to complete 21 credits also.

_____ 6. A seal will be attached to your transcript to show what type of program you completed in high school.

_____ 7. The physical education requirement of one and one-half units can be met by completing other courses that the school board of trustees name and by completing a physical fitness test.

_____ 8. You must complete two units of foreign language for the advanced high school program.

_____ 9. The advanced high school program with honors requires 23 credits for graduation.

_____10. The courses you take within the advanced high school program with honors have a greater depth of subject matter than that of the regular courses.

UNIT V

EXPLORING THE HIGH SCHOOL CURRICULUM

UNIT TEST--PART 3

A. Place a "✓" next to the best sources that can be used to help you find out what courses are available in high school.

_____1. A handbook listing courses offered and an explanation of the information covered in the courses

_____2. Your school counselor

_____3. An ex-student of your high school who graduated five years ago

_____4. Teachers in your high school

_____5. Attending a freshman orientation

B. Fill in the blanks of the following sentences using one of the following words:

required
career
three
different
prerequisites
education/training
eight
seven
electives
five

1. If you choose the general high school program, you have ______________________ electives.

2. If you choose the academic high school program, you have ______________________ electives.

3. You have several ______________________ courses to choose from to satisfy the required courses such as English, math, and science.

4. Many courses have ______________________, which must be completed before other courses may be taken.

5. You should choose electives that will help prepare you for further ______________________ and your future ______________________.

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

UNIT OBJECTIVE

After completing this unit, the student will be able to complete a tentative four-year high school schedule. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with making a tentative four-year high school schedule.
2. Identify reasons for making a tentative four-year schedule.
3. Identify steps for completing a four-year schedule.
4. Identify required courses of the program of study he/she wishes to pursue and how many credits each course is worth.
5. Identify electives he/she wishes to take in high school and the number of credits each is worth.
6. Identify prerequisites of any required courses or electives he/she plans to take in high school.
7. Complete a tentative four-year high school schedule.

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

NOTES TO THE INSTRUCTOR

I. Objective Sheet

- A. Discuss the unit objective with the students.
- B. Discuss each specific objective.
- C. Have the students complete the objectives in a sequence best suited to your local teaching situation.
- D. Add any objective necessary to meet fully the needs of the students.

II. Information and Activity Sheets

- A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**
  1. Discuss the terms and definitions.
  2. Have the students complete **ACTIVITY SHEET 1--SCHEDULING TERMS PUZZLE** to reinforce this area of instruction.
- B. **INFORMATION SHEET 2--MAKING A TENTATIVE FOUR-YEAR SCHEDULE**
  1. Discuss reasons for making a tentative four-year schedule.
  2. Use **TM-1--MAKE A SCHEDULE THAT WILL HELP PREPARE YOU FOR THE FUTURE** to reinforce your discussion of the information.
  3. If some students have an idea of what college or university they would like to attend, assist them in locating information on the admission requirements of the college or university of their choice.
  4. Stress that they will be completing a tentative schedule; they will be given an opportunity to make changes should they so desire.
  5. Stress that under the new graduation requirements:
     - a. They must take two and one-half units of credit each semester.
     - b. No more than two units of credit in physical education may be earned toward graduation requirements.
     - c. A waiver does exist for physical education.

       (HINT: Use information located in **Unit V--Exploring the High School Curriculum.**)
     - d. A grade of 70 is the minimum accepted to pass a course and receive credit.

e. The social studies requirement of two and one-half credits must be satisfied by completing three specific courses.

f. The other language requirement of the advanced program of study must be met by taking two courses of the same language.

6. Use **TM-2--STEPS TO COMPLETING A FOUR-YEAR SCHEDULE** to assist students in understanding how to complete high school schedules.

7. Use **TM-3--COMPARISON OF PROGRAMS OF STUDY** to assist students in completing **ACTIVITY SHEET 2--CAN YOU PLAY THE HIGH SCHOOL GAME?**

8. **ACTIVITY SHEET 3--FINDING PREREQUISITES FOR REQUIRED COURSES** will assist students in identifying courses that must be taken before others and will also assist in arranging the courses into the appropriate grade levels.

(NOTE: Provide for each student a high school handbook that lists the prerequisites of courses in your high school. The high school principal and/or counselor should have surplus copies of these.)

9. **ACTIVITY SHEET 4--FINDING PREREQUISITES FOR ELECTIVE COURSES** will assist students in locating any prerequisites of the elective courses they wish to take.

10. **ACTIVITY SHEET 5--MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOL SCHEDULE** will assist students in finalizing their choices for high school.

a. Provide information to assist students in completing this Activity Sheet.

b. Because many parents have a great deal of interest in their childrens' choice of courses, having parental input at this point will minimize any changes at a later time.

11. Completing **ACTIVITY SHEET 6--YOU HAVE SOMETHING TO BE PROUD OF!** will provide a neat, accurate copy of each student's schedule so that it may be transferred easily to the form required for scheduling purposes by your high school.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. *State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts*, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

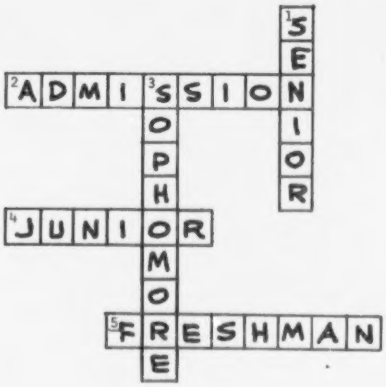
B. **Enough copies of your high school's handbook should be secured for all students for use in this unit of instruction.**

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



ACTIVITY SHEET 2

STEP 1--One of the following: general, academic, academic with honors
STEP 2--21-general
22-academic; academic with honors
STEP 3--14-general
19-academic; academic with honors

STEP 4--	English	4
	Mathematics	3
	Science	2
	Social studies	2 1/2
	Economics	1/2
	Health ed.	1/2
	Physical ed. (or alternative)	1 1/2
	TOTAL	14

STEP 4A--	English	4
	Mathematics	3
	Science	3
	Other Language	2
	Social Studies	2 1/2
	Economics	1/2
	Health Ed.	1/2
	Computer Science	1
	Fine Arts	1
	Physical Ed. (or alternative)	1 1/2
	TOTAL	19

STEP 5--7-general
3-academic; academic with honors

STEPS 6-8--Evaluated to the satisfaction of the instructor; answers should be matched to electives available in your high school.

ACTIVITY SHEETS 3-4

Evaluated to the satisfaction of the instructor; answers should be checked by using your high school's handbook.

ACTIVITY SHEET 5

Should be checked carefully to ensure:

1. Required courses are listed.
2. Correct number of credits needed for graduation are listed.
3. All prerequisite courses are listed.
4. Courses are scheduled to be taken during the years they will be offered.
5. The three specific courses required to satisfy the social studies requirement are included.
6. Two and one-half units of credit are scheduled per semester.

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor.

UNIT VI

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ANSWERS TO UNIT TEST

PART 1

1. c
2. d
3. e
4. a
5. b

PART 2

A.
- 1. T
- 2. F
- 3. T
- 4. T
- 5. T
- 6. T
- 7. F
- 8. T
- 9. F
- 10. F

B.
- a. 6
- b. 8
- c. 5
- d. 4
- e. 7
- f. 2
- g. 1
- h. 3
- i. 9
- j. 10

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

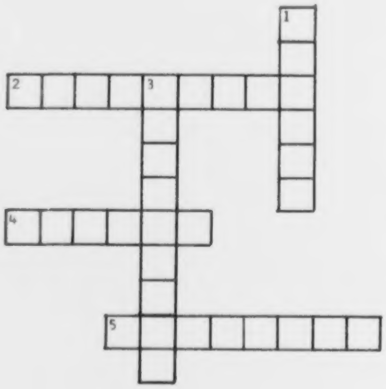
1. Admission--the act of entering
2. Freshman--a student in the ninth grade of high school
3. Junior--a student in the eleventh grade of high school
4. Senior--a student in the last year of high school
5. Sophomore--a student in the tenth grade of high school

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 1--SCHEDULING TERMS PUZZLE

Directions: Use each of the following terms to complete the puzzle below:

admission
freshman
junior
senior
sophomore



ACROSS

2. The act of entering
4. A student in the eleventh grade of high school
5. A student in the ninth grade of high school

DOWN

1. A student in the last year of high school
3. A student in the tenth grade of high school

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

INFORMATION SHEET 2--MAKING A TENTATIVE FOUR-YEAR SCHEDULE

I. Reasons for Making a Tentative Four-Year High School Schedule

  A. You will make certain that you have the needed number of credits for graduation.

  B. You can choose courses that will help prepare you for your future.

    1. Your education and/or training

    2. Your career

  C. Some colleges and universities have strict admission requirements.

    1. If you have an idea of what college or university you would like to attend, find out what the admission requirements are.

    2. Plan your schedule so that you will meet these requirements.

II. Points to Remember

  A. You will be given a chance every year to make changes in your schedule.

  (NOTE: Usually only with the approval of your counselor.)

  B. You must take at least two and one-half units of credit each semester in grades 9-12.

  (NOTE: In most cases, this means you must take at least five classes each semester.)

  C. No more than two units of credit in physical education may be earned toward graduation requirements.

  D. A grade of 70 is the lowest you can make to pass a course and be awarded credit.

  E. Certain physical activities can substitute for the one and one-half credits of physical education required for graduation.

  (NOTE: Check with your school counselor if you are interested in this!)

  F. If you wish to pursue the advanced program of study, the other language requirement must be met by taking two courses of the same language.

III. Steps to Completing a Four-Year Schedule

  A. First, ask yourself what you want to do after high school.

    1. What career do you wish to have?

2. What education and/or training must you receive?

3. Do you plan to attend a college or university?

B. Based on your decisions, decide which program of study would best prepare you for your future.

C. Find out how many credits are required for your program of study.

D. Determine the required courses.

E. Determine the number of credits to be used by required courses.

F. Decide how many credits are left; this is the number that will be used for electives.

G. Choose electives that will help prepare you for your future.

H. Determine the courses offered each year of your four years in high school.

(EXAMPLE: Some courses are for juniors and seniors only.)

I. Determine the prerequisites of the courses.

(EXAMPLE: English I must be taken before English II.)

J. Fill in your required courses.

(NOTE: As many required courses as possible should be completed during your freshman, sophomore, and junior years.)

K. Fill in your electives.

L. Make sure your credits for the required courses and electives equal the required credits for graduation.

M. Make sure your credits equal the required credits for your program of study.

MAKE A SCHEDULE THAT WILL HELP PREPARE YOU FOR THE FUTURE

STEPS TO COMPLETING A FOUR-YEAR SCHEDULE

1. Ask yourself what you want to do after high school.
2. Based on your decision, decide which program of study best fits your needs or desires.
3. Determine the number of credits required for your program of study.
4. Determine the required courses.
5. Determine the number of credits used by required courses.
6. Decide how many credits are left--this is the number that may be used for electives.
7. Choose electives.
8. Determine the courses offered each year of your four years in high school.
9. Determine the prerequisites of the courses you plan to take.
10. Fill in as many required courses as possible during your first three years of high school.
11. Fill in your electives.
12. Make sure your credits equal those required for graduation.

COMPARISON OF PROGRAMS OF STUDY

Course areas	Regular Program Units	Advanced Program Units
English	4	4
Mathematics	3	3
Science	2	3
Social Studies World History or World Geo.-1 unit United States History-1 unit United States Government-½ unit	2½	2½
Economics	½	½
Health	½	½
Physical Education	1½	1½
Computer Science	—	1
Fine Arts	—	1
Other Language	—	2
Electives	7	3
TOTAL	21 credits	22 credits

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 2--CAN YOU PLAY THE HIGH SCHOOL GAME?

STEP 1

What program of study do you wish to complete in high school?

____

STEP 2

How many credits do you need for graduation with the program of study stated in step 1?

STEP 3

How many credits of required courses do you need to graduate?

If you answered academic or academic with honors in step 1, go to step 4A.

STEP 4

How many credits do you need in these specific areas if you answered general in step 1:

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
SOCIAL STUDIES ______
ECONOMICS ______
HEALTH EDUCATION ______
P.E. (OR ALTERNATIVE) ______

TOTAL ______

If the total equals the answer for step 3, go to step 5.

STEP 4A

How many credits do you need in these specific areas if you answered academic, or academic with honors in step 1.

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
OTHER LANGUAGES ______
SOCIAL STUDIES ______
ECONOMICS ______
HEALTH ______
COMPUTER SCIENCE ______
FINE ARTS ______
P.E. ______
TOTAL ______

STEP 5

What is the minimum number of elective credits you need to graduate?

STEP 6

List the electives you would like to take and the number of credits you will receive:

ELECTIVES	CREDITS
______________	______
______________	______
______________	______
______________	______
______________	______
______________	______
______________	______
______________	______
TOTAL CREDITS	______

STEP 7

If the total for #6 is equal to or more than #5, go to step 8.

STEP 8

Is the total for step 4 or 4A and step 6 equal or more than step 2?

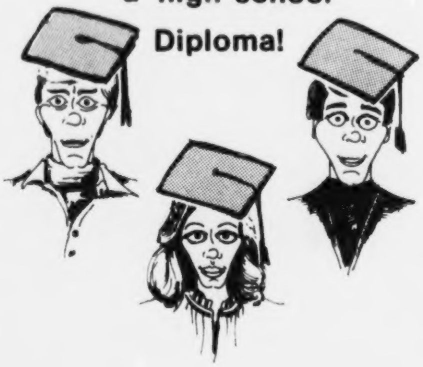
YES ______ **NO** ______

IF THE ANSWER TO #8 IS

Yes...you win

a high school

Diploma!



MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 3--FINDING PREREQUISITES FOR REQUIRED COURSES

Directions: Of the required courses listed below, list any prerequisites.

COURSES	PREREQUISITES
English I	
English II	
English III	
English IV	
Mathematics	
Science	
Social Studies:	
World History	
United States History	
United States Government	
Economics	
Physical Education or alternative	
Health Education	

Additional courses required for academic program of study:	
Other Language	
Computer Science	
Fine Arts	

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 4--FINDING PREREQUISITES FOR ELECTIVE COURSES

Directions: 1. List the electives you would like to take in high school.

2. List any prerequisites these courses have.

ELECTIVES	PREREQUISITES

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 5--MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOOL SCHEDULE

Directions: Using all available information, complete a rough draft of your tentative high school schedule. First, list all required courses that can be completed during each year of high school, and then list all electives. Write the letter R to the left of the course if it is required and E if it is an elective. To the right of the course, list the number of credits you will receive.

FRESHMAN YEAR

E or R	Course Title	Credits
______	1.______________________________	______
______	2.______________________________	______
______	3.______________________________	______
______	4.______________________________	______
______	5.______________________________	______
______	6.______________________________	______
______	7.______________________________	______

Total required credits ________

Total elective credits ________

Alternate Course: ____ Credit ______

SOPHOMORE YEAR

E or R	Course Title	Credits
______	1.______________________________	______
______	2.______________________________	______
______	3.______________________________	______
______	4.______________________________	______
______	5.______________________________	______
______	6.______________________________	______
______	7.______________________________	______

Total required credits ________

Total elective credits ________

Alternate Course: ____ Credit ______

JUNIOR YEAR

E or R	Course Title	Credits
____	1. ____________________	____
____	2. ____________________	____
____	3. ____________________	____
____	4. ____________________	____
____	5. ____________________	____
____	6. ____________________	____
____	7. ____________________	____

Total required credits ______
Total elective credits ______

Alternate Course: ____________________ Credit ____

SENIOR YEAR

E or R	Course Title	Credits
____	1. ____________________	____
____	2. ____________________	____
____	3. ____________________	____
____	4. ____________________	____
____	5. ____________________	____
____	6. ____________________	____
____	7. ____________________	____

Total required credits ______
Total elective credits ______

Alternate Course: ____________________ Credit ____

Total required credits ______
Total elective credits ______

Grand Total ______

(Add required and elective credits for all four years.)

THINGS TO DOUBLE-CHECK

YES	NO		
____	____	1.	Are all required courses listed for your program of study?
____	____	2.	Have you listed all electives required in your program of study?
____	____	3.	Have you entered the requirements of social studies: world history or world geography, one unit; United States history, one unit; United States government, one-half unit.
____	____	4.	Are your courses listed in the order in which they may be completed?
____	____	5.	Have you listed courses that are prerequisites for others?
____	____	6.	Do your total credits match what is required for graduation?

PARENT'S INPUT

I have read this ACTIVITY SHEET and agree with my son's/daughter's tentative schedule for high school. I understand that my son/daughter will be asked to complete another for formal registration into high school.

Parent's signature:________________________________Date:________________

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

ACTIVITY SHEET 6--YOU HAVE SOMETHING TO BE PROUD OF!

Directions: Completing a four-year schedule is no easy task! You've done it! Copy your rough draft of your high school schedule below:

FOUR YEAR HIGH SCHOOL SCHEDULE

9TH GRADE

19__ TO 19__

ALTERNATE

10TH GRADE

19__ TO 19__

ALTERNATE

11TH GRADE

19__ TO 19__

ALTERNATE

12TH GRADE

19__ TO 19__

ALTERNATE

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

UNIT TEST–PART 1

Directions: Match the following terms and definitions by placing the correct number in the blank at the left.

_______	1.	Admission	a.	a student in the last year of high school
_______	2.	Freshman	b.	a student in the tenth grade of high school
_______	3.	Junior	c.	the act of entering
_______	4.	Senior	d.	a student in the ninth grade of high school
_______	5.	Sophomore	e.	a student in the eleventh grade of high school

MAKING A TENTATIVE FOUR-YEAR HIGH SCHOOL SCHEDULE

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_______ 1. One reason for making a tentative four-year schedule is that you will know you have the needed number of credits for graduation.

_______ 2. Choosing courses that will prepare you for your future is not important.

_______ 3. Most colleges and universities have admission requirements.

_______ 4. A chance will be given for you to make changes to your schedule; that is, you are not "stuck" with taking the classes you say you want now.

_______ 5. Two and one-half units of credit must be taken each semester in grades 9-12.

_______ 6. High school schedules should be planned to meet the admission requirements of the college or university that you desire to enter.

_______ 7. A grade of 60 is the lowest you can make to pass a course for credit.

_______ 8. Certain physical activities can substitute for the one and one-half credits of physical education.

_______ 9. The other language requirement of the advanced program can be met by taking two different language courses.

_______ 10. No more than three units of credit in physical education may be earned toward graduation.

B. The following represents a reduced version of the steps that must be completed in designing a four-year schedule. Rank the following steps in the order they must be completed.

_______ a. Decide how many credits are left; this is the number that may be used for electives.

_______ b. Fill in your electives.

_______ c. Find out how many credits will be used by required courses.

_______ d. Find out what the required courses are.

_______ e. Choose electives.

_______ f. Decide what program of study best fits your needs or desires.

_______ g. Ask yourself what you want to do after high school.

_______ h. Find out how many credits are required for your program of study.

________ i. Make sure your credits add up to the total amount required for graduation.

________ j. Make sure your credits add up to the total amount required for your program of study.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify educational/training alternatives available to him/her after high school. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms associated with educational/training alternatives.
2. Explain how education/training is received through adult education.
3. Name one subject taught and/or training program offered through an adult education program.
4. Explain how education/training is received through an apprenticeship program.
5. Name one career that can be obtained by completing the training in an apprenticeship program.
6. Explain how education/training is received through a business, trade, or technical school.
7. Name one career that may be obtained by completing a program from a business, trade, or technical school.
8. Explain how education/training is received through community, junior, or technical colleges.
9. Name one career that may be obtained upon completing a program from a community, junior, or technical college.
10. Explain how education/training is received through correspondence schools.
11. Name a career for which he/she may receive instruction from a correspondence school.
12. Explain entrepreneurship.
13. Name a business into which he/she might enter.
14. Explain how education/training is received through a four-year college or university.
15. Name one career that may be obtained upon completing a program from a four-year college or university.

16. Explain how education/training is received through a graduate or professional school.

17. Name one career that may be obtained upon completing a program from a graduate or professional school.

18. Explain how education/training is received through pursuing military training.

19. Name one career that may be obtained upon completing military training.

20. Explain how education/training is received through on-the-job training.

21. Name one career that may be obtained upon completing an on-the-job program.

22. Explain why a worker with more education/training and experience will qualify for a higher level occupation within a career field.

23. List two careers he/she is interested in and identify educational/training alternatives that would prepare him/her for these careers.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete objectives in the sequence presented in the unit so that they will better understand the educational/training alternatives.

   D. Add any objectives necessary to meet fully the needs of the students.

II. Information and Activity Sheets

   A. **INFORMATION SHEET 1--TERMS AND DEFINITIONS**

      1. Go over the terms and definitions with the students.

      2. Stress to the students the importance of understanding these terms in planning their futures.

      3. Have the students complete **ACTIVITY SHEET 1--EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE.**

      4. Have the students discuss the definitions of the terms.

   B. **INFORMATION SHEET 2--WHAT DO YOU DO AFTER HIGH SCHOOL?**

      1. Discuss with the students why they need to know what their options are.

      2. Using **TM-1--WHAT DO YOU DO AFTER HIGH SCHOOL?**, discuss what type of education/training could be found under each option.

      3. Have students complete **ACTIVITY SHEET 2--INTERVIEWING FOR ALTERNATIVES.**

         a. Have the students give their presentations using the information they obtained in completing **ACTIVITY SHEET 2.**

         b. You may wish to invite one of the people who was interviewed to speak to your class.

      4. Using **ACTIVITY SHEET 3--CASE STUDY:**

         a. Divide your class into 5 groups.

         b. Assign each group a case study on which to work.

c. Have each group select a spokesperson to inform the class of the outcome of their discussions.

5. Using **ACTIVITY SHEET 4--RESOURCES AND CAREERS**, instruct students on how to find and use the resource materials in order to complete the activity.

(NOTE: Check with the vocational and/or school counselor concerning resources that provide educational/training information. Make these available to your students. For ease of grading, make sure the same resource materials are available to all students.)

6. Use **TM-2--MOVING UP IN THE WORLD** to stimulate discussion on higher level occupations.

7. Explain that the expense and time invested in receiving more education and/or training will usually qualify a person for a higher level occupation.

8. Explain that employers feel that a person who has received additional education and/or training will be better prepared to perform the job tasks.

9. Use **ACTIVITY SHEET 5--WHAT ARE THE FACTS?** to reinforce this area of instruction.

    a. Give students instructions on using the available reference materials.

    b. Have students share their evaluations with the class.

C. **INFORMATION SHEET 3--EXPLORING EDUCATIONAL ALTERNATIVES**

1. Using the information provided, discuss with the class each of the alternatives.

2. Give students the opportunity to add to the list of occupations available in each of the educational/training alternatives.

3. Invite representatives from each of the educational/training alternatives to speak to your classes and answer questions.

    (NOTE: If possible, take students to an educational/training site near you.)

4. Use **TM-3--LOOKING AT YOUR ALTERNATIVES** to promote class discussion.

5. Have students complete **ACTIVITY SHEET 6--MATCHING EDUCATIONAL/TRAINING ALTERNATIVES WITH CAREERS.** Point out that many of these careers could have more than one educational/training alternative.

6. Have students complete **ACTIVITY SHEET 7--CAREERS AND TRAINING.**

    a. Ask students to read the careers listed under each alternative.

    b. List these careers on the chalkboard under each heading.

    c. Emphasize the large number of possible careers within each educational/training area.

7. Use **ACTIVITY SHEET 8--PLANNING FOR SUCCESS.**

   a. Have students list five careers in which they are interested.

   b. Have students write down the number of years they would be willing to spend in training for that career.

   c. Instruct students to use resource materials to determine the actual number of years of training required for entry (and advancement) in each career.

   d. Discuss with the class the importance of expressing a willingness to receive proper training for a career.

D. INFORMATION SHEET 4--ENTREPRENEURSHIP

1. Have students give their definition of *entrepreneurship*.

2. Discuss with students the type of individual who might think about entrepreneurship.

3. Invite an entrepreneur from the community to speak to the class on how he/she got started and his/her feelings concerning entrepreneurship. (Students may also be taken on a field trip to a business started by an entrepreneur.)

4. Complete **ACTIVITY SHEET 9--STARTING YOUR OWN BUSINESS** so that students may gain an understanding of the pros and cons of entrepreneurship.

   (NOTE: Before beginning this activity, check with a school official--principal, business manager, superintendent, etc.--concerning your school district's policy on money-making projects. This activity will require a great deal of supervision and guidance from you.)

   a. Should students have difficulty in deciding on a product or service, give them the following examples:

Products to be sold		Services to provide	
(1)	Candy	(1)	Car wash
(2)	School supplies	(2)	Cooking a meal for community members and/or teachers, etc., and serving it in the school cafeteria
(3)	T-shirts (with your school logo)	(3)	Talent show

   b. Use the information on things to be done before starting a business contained in **ACTIVITY SHEET 9--STARTING YOUR OWN BUSINESS** as a guide for stimulating class participation.

   c. All class periods may be combined; however, each student should be given the opportunity to make decisions concerning the planning and organizing of the business.

d. Stress that the steps to small business success included on **ACTIVITY SHEET 9** are only a few of those that would be completed if an actual business were being started.

e. The profit of this money-making project may be used to purchase capital outlay items or consumable items for your classroom, may be contributed to a charitable organization, may be used to finance an out-of-town field trip, etc.

5. Use **ACTIVITY SHEET 10--AM I AN ENTREPRENEUR?**

a. Assist students in evaluating their responses.

b. Discuss with students why each area would be important.

EXAMPLE: Are you a self-starter?

ANSWER IMPORTANT TO AN ENTREPRENEUR--I do things on my own. Nobody has to tell me to get going.

III. Answers to Activity Sheets--Some of the Activity Sheets will not have specific answers; grading should be based on student participation.

IV. Unit Test

A. The test is divided into four parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in that Information Sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any Information or Activity Sheets added to the unit.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Baty, Gordon. *Entrepreneurship: Playing to Win*. Reston, VA: Reston Publishing Co., 1974.

B. Monday, R. Wayne. *Management: Concepts and Practices*. Boston: Allyn and Bacon, Inc., 1980.

C. Naisbitt, John. *Megatrends*. New York: Warner Books, Inc., 1984.

D. *The High School Student in the Working World-A Handbook for Counselors*. Texas Education Agency, Austin, Texas 78701.

E. Woodburn, Clint H. *Entrepreneurship: The Art of Business Ownership in Free Enterprise*. Vocational Instructional Services, Texas A & M University, F.E. Box 182, College Station, Texas 77843.

The following resources may be obtained for information about:

COMMUNITY AND JUNIOR COLLEGES

American Junior Colleges
Edmund J. Gleazer, Jr., Editor
American Council on Education
Division of Charter Communications
New York

Lovejoy's College Guide
Clarence E. Lovejoy
Simon and Schuster
New York

Barron's Guide to the Two-Year Colleges
Revised edition edited by R. William Graham
Volume 1, One Thousand Two Hundred Thirty College Descriptions
Volume 2, Occupational Program Selector
Barron
New York

Ferguson Guide to Two-Year College Programs
J. G. Ferguson Editorial Staff
Doubleday
New York

Texas College and Career Guide Series
Volume II - Texas Junior and Community Colleges
D. Armstrong Co., Inc.
2000 B. Governor's Circle
Houston, TX 77092

PRIVATE TRADE, TECHNICAL, AND BUSINESS SCHOOLS

2021 K Street N.W.
Washington, DC 20006
Ask for: Directory of Accredited Private Trade and Technical Schools

Directory, Schools Certified Under Texas Proprietary School Act and Schools Offering Courses Approved for Veterans
Division of Proprietary Schools and Veterans Education
Texas Education Agency
1701 North Congress
Austin, TX 78701

American Trade School Directory
Croner Publications, Inc.
Queens Village, NY 11428

Directory of Business Schools in the United States
National Association of Business Schools
Washington, DC 20006

Lovejoy's Career and Vocational School Guide
Clarence E. Lovejoy
Simon and Schuster
New York

Texas College and Career Guide Series
Volume III - Texas Technical and Vocational Schools
D. Armstrong Co., Inc.
2000 B. Governor's Circle
Houston, TX 77092

APPRENTICESHIP PROGRAMS

Bureau of Apprenticeship and Training
Department of Labor
555 Griffin Square Building
Room 858
Dallas, TX 75201

Apprenticeship Training Council
Texas Education Agency
1701 North Congress
Austin, TX 78701

ENTREPRENEURSHIP

There are many sources of information to assist you in preparing students for self-employment.

Key Business Ratios, published annually by Dunn and Bradstreet, Inc., 99 Church St., New York, NY 10007. (Covers 125 lines of business activity, including manufacturing, wholesaling, retailing, and construction industries.)

Barometer of Small Business, published semiannually by the Accounting Corporation of America, 1929 First Ave., San Diego, CA 92101. (The businesses covered are mostly retail and commercial service groups.)

Cost Accounting for Small Manufacturers (SBMS #9), Small Business Administration.

Buying and Selling a Small Business (Nonseries), Small Business Administration.

"Finding and Hiring the Right Employees," (SMA, #106) Small Business Administration.

"Better Communications in Small Business," (SBMS, #13), Small Business Administration.

Retirement Plans for Self-Employed Individuals, Document No. 5592. Available from the local Internal Revenue Office.

Facts About Franchising, National Better Business Bureau, Inc., 230 Park Avenue, New York, NY 10017.

Many of these publications are available from the State Occupational Information Coordinating Committee. In Texas, call (1-800) 822-PLAN.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

	ACROSS		DOWN
3.	correspondence	1.	community
6.	tuition	2.	technical
7.	universities	4.	entrepreneurship
8.	trade	5.	inventory
9.	military	10.	adult
10.	apprenticeship	12.	junior
11.	graduate	14.	job
13.	business		
15.	professional		

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

CASE STUDY 1 - Jerry might consider a community, junior, or technical college, on-the-job training, etc.

CASE STUDY 2 - Sherry might consider attending a business, trade, or technical school, community, junior, or technical college, or a four-year college or university.

CASE STUDY 3 - Daniel might consider military training, business, trade, or technical school, or community, junior, or technical college.

CASE STUDY 4 - Beverly might consider a community, junior, or technical college, or a four-year college or university.

CASE STUDY 5 - Aaron might consider a four-year college or university, then a professional school.

(NOTE: The answers to these case studies may vary from the answers provided.)

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

The answers will vary according to resource materials used. You will need to locate answers from current resource materials before assigning this activity.

ACTIVITY SHEET 6

NOTE: Answers may vary. If Information Sheet is used to answer questions, the following would be correct.

1.	b	6.	i
2.	f	7.	a
3.	c	8.	j
4.	e	9.	d
5.	g	10.	h

ACTIVITY SHEET 7

NOTE: Answers may vary. If Information Sheet is used to answer questions, the following would be correct.

A.
1. bricklayer
2. carpenter
3. plumber
4. electrician
5. tool and dye maker

B.
1. salesperson
2. nursery worker
3. store manager
4. shoe repairer
5. factory machine operator

C.
1. secretary
2. bookkeeper
3. welder
4. auto body repairer
5. court recorder

D.
1. auto mechanic
2. nurse
3. medical assistant
4. computer programmer
5. commercial artist

E.
1. aircraft mechanic
2. heavy equipment operator
3. computer programmer
4. purchasing agent
5. dental technician

F.
1. teacher
2. engineer
3. accountant
4. home economist
5. chemist

G.
1. bookkeeper
2. TV/radio repairer
3. drafter
4. interior decorator
5. commercial artist

H.
1. counselor
2. sociologist
3. lawyer
4. dentist
5. medical doctor

ACTIVITY SHEETS 8-10

Evaluated to the satisfaction of the instructor.

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ANSWERS TO UNIT TEST

PART 1

1.	g	7.	d
2.	l	8.	i
3.	a	9.	k
4.	h	10.	f
5.	j	11.	c
6.	e	12.	b

PART 2

1. One of the following:

   It will save you time.
   It will save you money.
   It will help you choose the program that will best prepare you for the career that you wish to pursue.

2. Two of the following:

   Receive more education
   Learn a skill trade
   Learn a skill while you get paid
   Broaden your experiences
   Start your own business

3. Evaluated to the satisfaction of the instructor

4. yes

PART 3

1.	a	6.	b	11.	b	16.	b
2.	a	7.	b	12.	a	17.	a
3.	d	8.	d	13.	d	18.	d
4.	b	9.	d	14.	d	19.	b
5.	a	10.	d	15.	a	20.	d

PART 4

1.	T	6.	T	11.	T	16.	F
2.	F	7.	F	12.	F	17.	T
3.	T	8.	F	13.	F	18.	F
4.	T	9.	T	14.	F	19.	T
5.	F	10.	F	15.	T	20.	T

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Adult education--courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general educational backgrounds

2. Apprenticeship--formal training program that often combines classroom instruction with full-time work in a trade or craft

3. Business, trade, and technical schools--training provided by these schools focuses on specialized jobs; job placement services are often part of the program

   EXAMPLE: Computer technician; welder

4. Community, junior, and technical colleges--two-year colleges offering a wide variety of programs leading to specialized training

   EXAMPLE: Auto mechanic, medical assistant

5. Correspondence schools--additional training and/or education is obtained by completing lessons at home instead of in a classroom

6. Entrepreneurship--the organizing, managing, and operating of a small business by an individual

7. Four-year colleges and universities--offer four-year programs resulting in preparation for specific jobs; the bachelor's degree (the lowest degree given by most four-year universities) is awarded upon completing specified courses

   EXAMPLE: Teacher, accountant

8. Graduate or professional schools--completion of four years of college is required for enrollment; graduates receive master's and doctoral degrees upon completion of a specified number of courses; professional schools offer preparation and training as doctors, lawyers, etc.

9. Inventory--the record of the amount of products or goods you have on hand

10. Military training--provided by branches of the military; the trainee is paid while receiving classroom and/or on-the-job training

    EXAMPLE: Aircraft mechanic, heavy equipment operator

11. On-the-job training--training for jobs that require short periods of training is received while working for someone who knows the job well; the trainee is paid while the training occurs

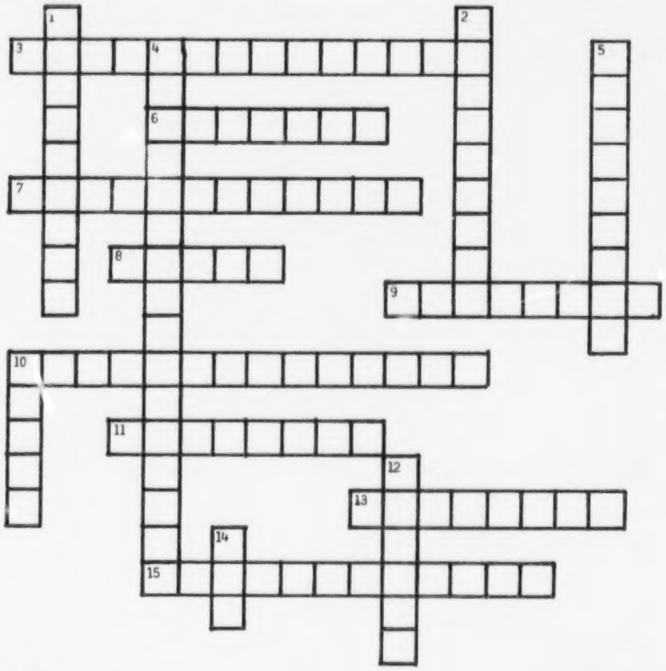
    EXAMPLE: Salesperson, factory machine operator

12. Tuition--money paid to a school, college, or agency for classes taken

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 1--EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE

Directions: Using the terms and definitions given in Information Sheet 1, complete the crossword puzzle below.



ACROSS

3. Training and/or education obtained by completing lessons at home

6. Money paid to a school, college, or agency for classes taken

7. Four-year colleges or __________ give a bachelor's degree upon graduation

8. Business, ______, and technical schools often provide job placement

9. ______________ training is provided by branches of the military

DOWN

1. Name for a two-year college which might train an auto mechanic

2. A name for one of the two-year colleges which provide specialized training

4. Organizing, managing, and operating a small business by an individual

5. The record of the amount of products or goods you have on hand

10. ______________ education courses are offered to broaden general education background and work skills

10. A formal training program that combines classroom instruction with full-time work

11. Upon graduation from the school, students receive a master's or doctoral degree

13. These schools, along with trade and technical schools, provide specialized training

15. _____ schools offer preparation and training for doctors, lawyers, etc.

12. One of the names for two-year colleges

14. On-the-____training--training for jobs that require short periods of training is received while working with someone who knows the job well

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 2--WHAT DO YOU DO AFTER HIGH SCHOOL?

I. Why You Need to Know What Your Options Are

  A. There are many options available to you after high school.

  B. Knowing what your options are will:

    1. Save you time.

    2. Save you money.

  C. Knowing what you options are will help you choose the program that will best prepare you for the career that you wish to pursue.

  D. Having more education/training in a field will usually qualify you for a higher level occupation.

II. Your Options Are:

  A. Receiving more education

    1. Four-year colleges and universities

    2. Graduate and professional schools

  B. Learning a skill/trade

    1. Enroll in a community, junior, or technical college

    2. Enroll in a correspondence school

    3. Enroll in a business, trade, or technical school

  C. Learning a skill while you get paid

    1. Enroll in an apprenticeship program

    2. Receive military training

    3. Take part in on-the-job training

  D. Broadening your experiences

    1. Take adult education courses

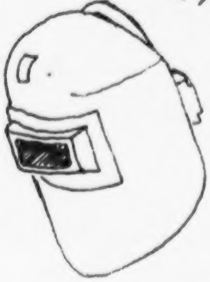
    2. Attend seminars and workshops that interest you

  E. Starting your own business (entrepreneurship)

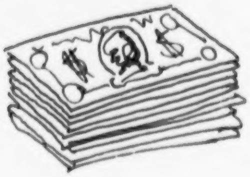
WHAT DO YOU DO AFTER HIGH SCHOOL?

RECEIVE MORE EDUCATION

LEARN A SKILL /TRADE

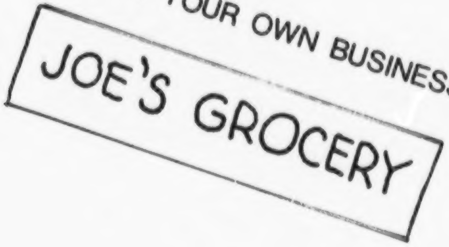


LEARN A SKILL
WHILE YOU GET PAID



BROADEN YOUR EXPERIENCES

START YOUR OWN BUSINESS



MOVING UP IN THE WORLD

TRAINING TIME REQUIRED

9-10 years	**PHYSICIANS**
6-7 years	**VETERINARIAN**
3-5 years	**REGISTERED NURSE**
1 year	**LICENSED PRACTICAL NURSE**
Trained on-the-job	**NURSE'S AIDE**

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 2--INTERVIEWING FOR ALTERNATIVES

Directions: Through the use of an interview, obtain information on one educational/training alternative that interests you. After interviewing one (or more) person who has completed the same education/training, be prepared to give a three-minute report using the information you gained.

(NOTE: Include in your report the name of the person(s) you interviewed and his/her career.)

QUESTIONS YOU MIGHT WISH TO ASK:

1. How long did it take to complete the education/training?
2. How did you get started in the educational/training program?
3. Were any skills required prior to entering the training/educational program?
4. Whom did you contact for information?
5. Can you give the names of other people who have completed this education/training?
6. How much did the education/training cost?
7. How has the education/training helped you in your career?
8. Would you recommend this type of education/training to others?

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 3--CASE STUDY

Directions: Divide the class into five groups. Using the case studies below and resources in the classroom, have each group discuss an educational/training plan that would fit the case study.

CASE STUDY #1 Jerry Moore is a senior at Hillcrest High School. He is interested in becoming an auto mechanic. What type of educational/training program should Jerry plan?

CASE STUDY #2 Sherry Jacobs is a junior at Ridgemont High School. She is interested in becoming an accountant. What type of educational/training program should Sherry plan?

CASE STUDY #3 Daniel Evans is a junior at Highlight High School. He is interested in becoming a computer programmer. What type of educational/training program should Daniel plan?

CASE STUDY #4 Beverly Harris is a senior at Uptown High School. She is interested in becoming a newspaper journalist. What type of educational/training program should Beverly plan?

CASE STUDY #5 Aaron Lane is a junior at Riverdale High School. He is interested in becoming a dentist. What type of educational/training program should Aaron plan?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 4--RESOURCES AND CAREERS

Directions: Select a career that interests you. Using the resource materials available to you, answer the following questions and list the resource and page number you used.

1. What skill or skills are required to qualify for the career?

2. What type of education/training would you need in order to obtain those skills?

3. What educational/training alternative would provide you with that training? (If more than one educational/training alternative is available, pick the one you feel best meets your needs).

4. What are the requirements for entering the educational/training program?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 5--WHAT ARE THE FACTS?

Directions: Using reference materials available to you, answer the questions below for each of the careers listed.

Be prepared to discuss your findings.

1. How many years of training are required for each of the following careers in the health field?
2. What is the estimated yearly earnings you would receive if employed in the career?

CAREER	YEARS OF TRAINING	YEARLY INCOME
Dentist	________	________
Dental hygienist	________	________
Veterinarian	________	________
Registered nurse	________	________
Physical therapist	________	________
Dietician	________	________
Pharmacist	________	________
Physician	________	________
Medical laboratory worker	________	________
Optometrist	________	________

YOUR EVALUATION

Based on the above findings, answer the following question.

Would a worker with more education and experience qualify for a higher level occupation within a career field?

Give two examples from the above findings to support your answer.

____

____

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 3--EXPLORING EDUCATIONAL ALTERNATIVES

I. Adult Education

  A. Courses are offered by colleges, school systems, the YMCA/YWCA, and other agencies.

  B. Courses are often offered in the evening or on Saturday.

  C. These courses can add to or improve work skills and, in addition, broaden general educational backgrounds.

  D. The courses are usually inexpensive.

  E. Subjects taught range from bookkeeping to upholstering to current events.

II. Apprenticeships

  A. An apprenticeship is a training program that combines classroom instruction with full-time training in a trade or craft.

  B. Most programs can be completed in two to four years.

  C. The number of openings is limited.

  D. Most apprentices work a 40-hour week and take classes two nights a week.

  E. Common examples of workers trained through apprenticeship programs include:

    1. Bricklayers

    2. Carpenters

    3. Plumbers

    4. Electricians

III. Business, Trade, and Technical Schools

  A. Training usually consists of instruction in job tasks of specialized jobs.

  EXAMPLE: Secretarial schools, computer technician schools

  B. Job placement services are often part of the program.

  C. The length of training varies from several weeks to two years.

D. Examples of careers for which this training will prepare you include:

1. Secretary
2. Bookkeeper
3. Welder
4. Cosmetologist
5. Computer programmer

IV. Community, Junior, and Technical Colleges

A. Two-year colleges typically offer a wide variety of programs, including specialized training.

B. Programs last from one month to two years.

C. Programs can lead directly to employment.

D. Transfer programs are offered which allow students to go on to a four-year college.

E. Costs vary greatly from no tuition, small charges, and high tuition costs (particularly private colleges).

F. Programs are offered to train (among others):

1. Auto mechanics
2. Computer programmers
3. Commercial artists
4. Dental hygienists
5. Medical assistants
6. Nurses
7. Interior decorators
8. Engineering technologists

V. Correspondence

A. Study lessons are mailed to students and completed at home instead of in a classroom.

B. Some students complete high school graduation requirements or build their job skills through correspondence study.

C. Learning by mail may require completing a reading assignment and then writing answers to a series of questions, preparing and submitting a project, and completing tests.

D. College credit may be granted for some correspondence courses. (A test taken at the training site is often required before credit is granted for correspondence studies.)

E. Many correspondence students work full time.

F. Job skills that can be learned by correspondence include (among others):

1. Bookkeeping
2. TV/radio repair
3. Drafting

VI. Four-Year Colleges and Universities

A. Many programs offered by four-year colleges and universities prepare students for specific jobs.

B. Some colleges offer cooperative programs, in such areas as engineering and business administration, that allow students to alternate semesters of coursework with paid work experience in their areas of study.

C. The cost of an education from a four-year college or university varies greatly.

(NOTE: Colleges and universities supported by the state are usually less expensive than private schools.)

D. Training is offered in areas such as:

1. Teaching
2. Engineering
3. Accounting
4. Home economics
5. Chemistry

VII. Graduate and Professional Schools

A. You must first complete four years of college in order to be admitted to graduate school.

B. Some professional schools will admit students after their junior year of college.

C. Examples of careers for which graduate schools offer courses for training are:

1. Sociologists
2. Geologists
3. Mathematicians

    4. Physicists
    5. Counselors

D. Examples of careers for which professional schools offer courses include:

    1. Lawyers
    2. Designers
    3. Dentists
    4. Veterinarians
    5. Medical doctors

VIII. Military Training

A. There are 1,500 different jobs for which branches of the military offer training. Many of these are similar to jobs available in civilian life.

B. Training may include on-the-job training and classroom study, or both.

C. Military trainees are paid during training.

D. Examples of careers for which the military prepares workers:

    1. Aircraft mechanic
    2. Heavy equipment operator
    3. Dental technician
    4. Computer programmer
    5. Psychiatric aide

IX. On-the-Job Training

A. On-the-job training is often provided for jobs that require short training periods.

B. Trainees are paid while they learn.

C. The employer decides who will be eligible.

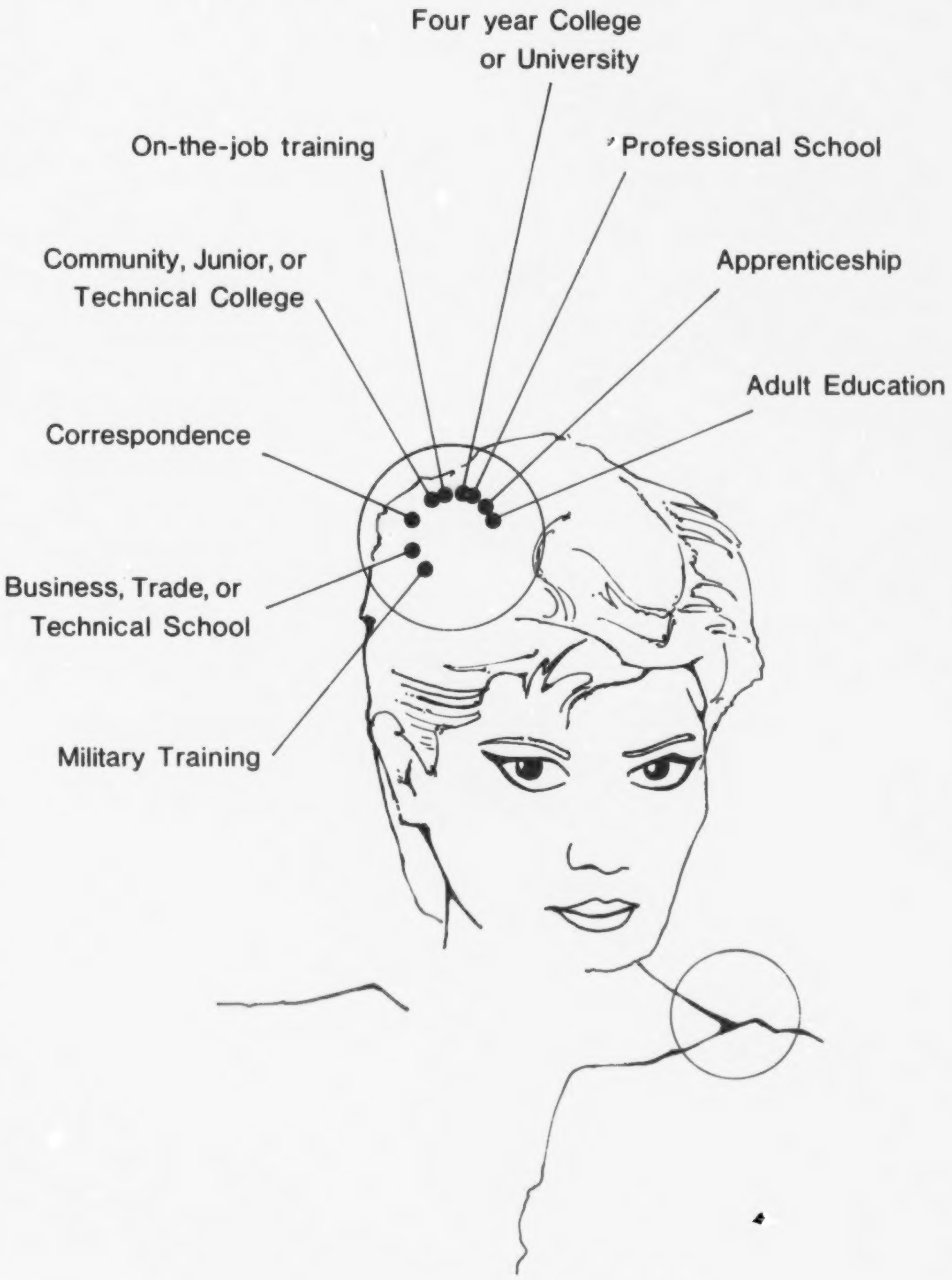
D. The job is taught by someone who knows the job well.

E. Jobs that require from three weeks to several months to learn may make use of on-the-job training.

F. Examples of jobs that may be learned by this method are:

  1. Factory machine operator
  2. Nursery worker
  3. Store manager
  4. Shoe repairer
  5. Salesperson

LOOKING AT YOUR ALTERNATIVES


Four year College or University
On-the-job training
Professional School
Community, Junior, or Technical College
Apprenticeship
Adult Education
Correspondence
Business, Trade, or Technical School
Military Training

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 6--MATCHING EDUCATIONAL/TRAINING ALTERNATIVES WITH CAREERS

Directions: Match the career to the type of training that would be best suited to the career.

(NOTE: Some careers may be matched with more than one type of training.)

Be prepared to discuss why you think the career would require that training.

TRAINING

___ 1. Adult Education

___ 2. Apprenticeship

___ 3. Business, trade, and technical schools

___ 4. Community, junior, and technical colleges

___ 5. Correspondence

___ 6. Entrepreneurship

___ 7. Four-year colleges and universities

___ 8. Graduate and professional schools

___ 9. Military training

___10. On-the-job training

CAREER

a. Teacher

b. Bookkeeper

c. Welder

d. Computer programmer

e. Nurse

f. Bricklayer

g. TV/radio repairer

h. Shoe repairer

i. Small business owner

j. Dentist

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 7--CAREERS AND TRAINING

Directions: For each educational/training alternative shown below, list five possible careers that most likely will require the education/training for entry into the career.

A. Apprenticeship

1.
2.
3.
4.
5.

B. On-the-job training

1.
2.
3.
4.
5.

C. Business, trade, and technical school

1.
2.
3.
4.
5.

D. Community, junior, and technical colleges

1.
2.
3.
4.
5.

E. Military training

1.
2.
3.
4.
5.

F. Four-year college and universities

1.
2.
3.
4.
5.

G. Correspondence

1.
2.
3.
4.
5.

H. Graduate and professional schools

1.
2.
3.
4.
5.

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 8--PLANNING FOR SUCCESS

Directions: List five careers in which you have an interest. How many years of training would you be willing to take in order to work in that career?

After you have listed the careers and decided the number of years you would be willing to spend in training, go to the resource materials available to you and write down the actual number of years of training required in order to do the job.

		Number of Years Training	
		You	Actual
1.	____________________	______	______
2.	____________________	______	______
3.	____________________	______	______
4.	____________________	______	______
5.	____________________	______	______

HOW CLOSE WERE YOU?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

INFORMATION SHEET 4--ENTREPRENEURSHIP

I. What Is Entrepreneurship?

The organizing, managing, and operating of a small business.

II. Who Should Start a Business?

- A. Personality traits
    - 1. Need for achievement
    - 2. Need for independence
    - 3. Self-confidence
    - 4. High level of activity
    - 5. Courage, curiosity, and creativity
- B. Someone who wants to control his/her own destiny and has a great need for independence.

III. Why Should You Start a Company?

- A. It might be a way to make more money than you could if you worked for someone else.
- B. It would give you the chance to do something different.
    - 1. You could use your own ideas.
    - 2. You could be recognized as a professional.
    - 3. You might learn to accept the outcome of your own actions.
- C. You might like being your own boss.
    - 1. You would have to answer only to yourself.
    - 2. You could set your own hours.
- D. It would give you the chance to discover if you have the ability to do something on your own.
- E. It would allow you to help society by providing new services.

IV. What Should You Know Before You Start a New Business?

- A. You should know something about the business.
- B. You need to know the amount of money or capital it will take to start your business.
- C. You should be aware of the importance of a good business location.
- D. You will need to have a way to manage your inventory.
- E. You should not invest too much of your money in a way that it cannot be quickly changed to cash.
- F. You will need to have good credit policies.
- G. You will need to limit the amount of money that you take out of the business.
- H. You must carefully make plans for expanding your business.

V. There Are Steps You Must Take In Starting a New Business.

- A. Establish a checking account with a commercial bank.
- B. Decide if you need a business partner.
- C. Draw up a partnership agreement if you have a partner.
- D. Obtain a business loan if needed.
- E. Study the regulations that apply to the type of business you wish to start:
  - 1. Federal regulations
    - a. Wages
    - b. Health laws
    - c. Fair trade
  - 2. State regulations
    - a. Licenses
    - b. Permits
  - 3. County or city regulations
    - a. Zoning
    - b. Inspection requirements
    - c. Permits
    - d. Licenses

F. Obtain insurance to cover your business.

G. Obtain information about taxes.

H. Set up a record-keeping system.

I. Decide if you will need to hire employees.

   1. Set up employment policies.

   2. Decide on skills required.

J. Inform the public about your business by advertising.

VI. What Are the Risks Involved?

A. There will be financial risk.

   1. In most cases, you will have to invest all of your personal savings.

   2. Over 70 percent of all bankruptcies in business involve businesses with less than $100,000 in liabilities.

B. There will be a risk of failure.

   1. Fifty percent of all new businesses fail within the first two years of operation.

   2. Seventy percent of all new businesses fail within five years.

C. There may be a risk to your career.

   1. If you are currently employed in one occupation, you will, at some point, quit your job to start a business.

   2. If your business does not succeed, it may be difficult to return to your old job.

D. There may be personal risk.

   1. You must spend time away from your family.

   2. You will have less time for social activities.

VII. What Kind of Rewards Can You Expect?

A. If your business is a success, you may be able to make more money than you could have working for someone else.

B. It is a way to feel good about yourself from having used your own talents and having been a success doing it.

VIII. What Kind of Business Should You Start?

A. You may want a business that provides a service.

EXAMPLES:
1. Automobile Repair
2. Dry Cleaning
3. Grocery
4. Cleaning
5. Computer Service

B. You may want a business that produces a product.

EXAMPLES:
1. Clothing
2. Custom Jewelry
3. Home Furnishings
4. Bakery

IX. Starting Your Own Business May Not Be as Difficult as You Might Think.

A. You do not need to know everything yourself.

B. Professionals are ready to help you in areas you may not know enough about.

C. The United States has many ways to distribute products.

D. Many companies are willing to design packaging and market your product the way you want.

E. Conditions are good for starting a new business.

1. People with skills are available to help you.

2. Many people are not satisfied with big business.

3. People change jobs often.

4. People are willing to move in order to find work.

5. Many people will work for a share of your business instead of being paid wages.

(NOTE: John Naisbitt states in his book *Megatrends* that, "today, we are creating new companies in this country at the rate of more than 600,000 a year.")

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 9--STARTING YOUR OWN BUSINESS

Directions: Have you ever considered having your own business? Do you think it would be easier or more difficult working for someone else? This activity will help you experience both the good and bad points of being an entrepreneur. First, consider your classmates as your business partners. Can you and your partners think of a product that can be sold in your school, or perhaps a service you and your partners can provide for others? If so, you are on the right track to starting your own business and being an entrepreneur! By the way, below is a list of steps to follow for small business success. You should realize, however, that if you were starting an actual business, there would be many more steps to follow.

STEPS FOR SMALL BUSINESS SUCCESS

1. Decide what type of product or service you will sell.

2. Decide approximately how many people you expect will buy your product or want the service you are willing to provide.

3. Decide, if you are selling a product, whether you will make it or buy it from another company.

4. Decide what supplies will be needed to start your business.

5. Decide how much money will be needed to start your business.

6. Decide where you will get the money needed to start your business.

7. Figure the amount you will charge for your product or service in order to make a profit.

8. Decide when and where you will sell your product or provide your service.

9. Make sure that both the time and place you are selling your product or providing your service are convenient for others.

10. Agree on the name of your business.

11. Plan how you will advertise.

12. Decide how and who will keep track of the books (inventory, money paid out, money taken in, etc.).

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

ACTIVITY SHEET 10--AM I AN ENTREPRENEUR?

Directions: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____I do things on my own. Nobody has to tell me to get going.

_____If someone gets me started, I keep going all right.

_____Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____I like people. I can get along with just about anybody.

_____I have plenty of friends--I don't need anyone else.

_____Most people bother me.

Can you lead others?

_____I can get most people to go along when I start something.

_____I can give orders if someone tells me what we should do.

_____I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____I like to take charge of things and see them through.

_____I'll take over if I have to, but I'd rather someone else be responsible.

_____There's always some eager beaver around waiting to show how smart he/she is. I say, "Let 'em."

How good an organizer are you?

_____I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.

_____I do all right unless things get fouled up. Then I disappear.

_____I get ready and then something comes along and stops the plan. So, I just take things as they come.

How good a worker are you?

_____I can keep going as long as I am needed. I don't mind working for something I want.

_____I'll work hard for a while, but when I've had enough, that's it!

_____I can't see that hard work gets me anywhere.

Can you make decisions?

_____I can make up my mind in a hurry if necessary. It usually turns out OK, too.

_____I can, if I have plenty of time. If I have to make up my mind fast, I think later that I should have decided the other way.

_____I don't like to be the one who has to decide things. I'd probably ruin it.

Can people trust what you say?

_____Yes, they can. I don't say things I don't mean.

_____I try to be honest most of the time, but sometimes I just say what is easiest.

_____What does it matter if the other person doesn't know the difference.

Can you stick with it?

_____If I make up my mind to do something, I don't let anything stop me.

_____I usually finish what I start--if it doesn't get fouled up.

_____If it doesn't go well right away, I stop. Why beat my brains out?

How good is your health?

_____I never run down!

_____I have enough energy for most things I want to do.

_____I run out of energy sooner than most of my friends seem to.

Now count the checks you made.

_____How many checks are beside the first answer to each question?

_____How many checks are beside the second answer to each question?

_____How many checks are beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, not even a good partner could make your business a success.

Source: *The High School Student in the Working World--A Handbook for Counselors*. Texas Education Agency, Austin, Texas, July, 1981.

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 1

Directions: Match the terms to their definitions by placing the correct letter in the space at the left.

_______ 1. offer four-year programs resulting in preparation for specific jobs

_______ 2. money paid to a school, college, or agency for classes taken

_______ 3. courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general education backgrounds

_______ 4. graduates receive master's and doctoral degrees upon completion of a specified number of courses

_______ 5. the trainee is paid while receiving classroom and/or on-the-job training; provided by branches of the military

_______ 6. additional training and/or education is obtained by completing lessons at home

_______ 7. two-year colleges that offer a wide variety of programs leading to specialized training

_______ 8. the record of the amount of products or goods you have on hand

_______ 9. good for jobs that require short periods of training; you work with someone who knows the job well

_______10. organizing, managing, and operating a small business by an individual

_______11. school that provides training for specialized jobs

_______12. formal training program that combines classroom instruction with full-time work in a trade or craft

a. Adult education

b. Apprenticeship

c. Business, trade, and technical schools

d. Community, junior, and technical colleges

e. Correspondence

f. Entrepreneurship

g. Four-year colleges and universities

h. Graduate school

i. Inventory

j. Military training

k. On-the-job training

l. Tuition

UNIT VII

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 2

Directions: Read each of the questions carefully. Answer each question based on the information you have learned about educational/training alternatives. Think about what you want to say before you start writing.

1. Give one reason why it is important for you to know what your educational/training alternatives are.

2. Name two of the options you have in planning your educational/training program.

   A.

   B.

3. List two careers in which you are interested. Identify the education/training that would best prepare you for these careers.

   A.

   B.

4. Will having more education/training in a field usually qualify you for a higher level career?

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 3

Complete the statements below by selecting the best answer and writing the letter in the blank.

_____ 1. Adult education courses are offered by:

a. colleges, school systems, the YMCA/YWCA, and other agencies.
b. colleges and universities only.
c. professional organizations only.
d. all of the above.

_____ 2. Adult education courses are usually offered:

a. evenings or Saturdays.
b. in the summer.
c. mornings.
d. Tuesdays.

_____ 3. Adult education courses are:

a. for low-income families only.
b. for the wealthy only.
c. often expensive.
d. usually inexpensive.

_____ 4. Apprenticeships combine classroom instruction with:

a. home study.
b. full-time work in a trade or craft.
c. military training.
d. part-time work in an area.

_____ 5. Workers trained through apprenticeship programs include:

a. bricklayers.
b. doctors.
c. nurses.
d. secretaries.

_____ 6. Openings for apprenticeship programs are:

a. easy to find.
b. limited.
c. unavailable.
d. unlimited.

_______ 7. Business, trade, and technical schools train students for careers in:

a. art.
b. bookkeeping.
c. nursing.
d. science.

_______ 8. The length of training in business, trade, and technical schools:

a. is always two years.
b. never exceeds six months.
c. takes four years.
d. varies from several weeks to two years.

_______ 9. The cost at community, junior, and technical colleges:

a. is always expensive.
b. is always inexpensive.
c. is the same at all institutions.
d. varies among institutions.

_______10. Programs offered at community, junior, and technical colleges include:

a. computer programming.
b. interior decorating.
c. nursing.
d. all of the above.

_______11. Correspondence courses are completed:

a. at four-year colleges and universities.
b. at home by mail.
c. at local community colleges.
d. on-the-job.

_______12. Courses taken by correspondence include:

a. drafting.
b. farming.
c. nursing.
d. all of the above.

_______13. Four-year colleges and universities train students for careers in:

a. accounting.
b. chemistry.
c. teaching.
d. all of the above.

_______14. Tuition at four-year colleges and universities:

a. is always set by the state.
b is expensive.
c. never changes.
d. varies greatly.

_______15. Graduate schools offer courses which prepare students for careers as:

a. counselors.
b. lawyers.
c. secretaries.
d. welders.

_______16. Professional schools offer courses which prepare students for careers as:

a. accountants.
b. medical doctors.
c. secretaries.
d. welders.

_______17. Military training prepares those enlisted for jobs such as:

a. aircraft mechanics.
b. barbers.
c. counselors.
d. ministers.

_______18. Training you receive in the military will:

a. be limited to one or two areas.
b. prepare you for all civilian jobs.
c. prepare you for careers with the military only.
d. prepare you for many civilian jobs.

_______19. On-the-job trainees:

a. are not paid.
b. are paid while they learn.
c. complete written assignments at home.
d. learn on their own.

_______20. On-the-job training prepares workers for careers as:

a. factory machine operators.
b. nursery workers.
c. store managers.
d. all of the above.

EDUCATIONAL/TRAINING ALTERNATIVES AFTER HIGH SCHOOL

UNIT TEST--PART 4

Directions: Answer the following statements by placing a T for True or an F for False in the space at the left.

______ 1. One of the personality traits an entrepreneur needs is self-confidence.

______ 2. Entrepreneurs have little need to control their own destiny.

______ 3. As an entrepreneur, you can use your own ideas.

______ 4. Learning to accept the outcome of your actions is the by-product of being an entrepreneur.

______ 5. Location has little to do with the success of a business.

______ 6. Establishing good credit policies is important in operating a business.

______ 7. If the business is yours, you can spend all the money you want out of the business account.

______ 8. There are no government regulations for new businesses.

______ 9. If you hire employees, it is important to set up employment policies.

______10. If you and your partner are good friends, there is no need to set up a partnership agreement.

______11. In most cases, you will have to invest all of your personal savings in starting a new business.

______12. Twenty-five percent of all new businesses fail within the first two years of operation.

______13. There is little risk involved in starting a new business.

______14. The only reward you will have if your business is a success is the money you make.

______15. There are many types of businesses--some provide services; others produce products.

______16. It is important that you know everything about the business before you start it.

______17. Professionals are ready to help you in areas you may not know about.

______18. You will have to do all your package designing and marketing yourself.

______19. Currently, conditions are good for starting a new business.

______20. Many people are not satisfied with big businesses.

MAKE A SCHEDULE THAT WILL HELP PREPARE YOU FOR THE FUTURE

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.